DOCUMENT RESUME

ED 035 400 JC 700 007

TITLE	Application for Accreditation.
INSTITUTION	Rio Hondo Junior Coll., Whittier, Calif.
PUB DATE	Oct 69
NOTE	155p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$7.85
DESCRIPTORS	*Accreditation (Institutions), College Administration, Curriculum, *Junior Colleges, School Community Relationship

ABSTRACT

This document can serve as a model for other junior colleges applying for accreditation. The application includes detailed description of the operation of the college and of its relationship with the community. (MS)

ED035400

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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APPLICATION FOR ACCREDITATION

Submitted October, 1969

To

ACCREDITING COMMISSION FOR JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

By

RIO HONDO JUNIOR COLLEGE
3600 Workman Mill Road
Whittier, California 90608

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JUNIOR COLLEGE
INFORMATION

JC 700 007

ACCREDITING COMMISSION FOR JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

TRANSMITTAL FORM

Date September 2, 1969

This Application for Accreditation is submitted by

Rio Hondo Junior College, 3600 Workman Mill Road, Whittier, California 90608
Name and Address of Institution

for use by the evaluation team of the Accrediting Commission for Junior Colleges for the purpose of recommending whether or not this institution should be accredited, or reaccredited, by the Western Association of Schools and Colleges.

We certify

1. That in preparing this Application, there was broad participation by the members of the total staff of the institution;
2. That we believe this Application truly and accurately portrays this institution.

Signed:

William M. [illegible] Jr — Name — President, Board of Trustees

Walter M. Garcia — Name and Title — Chief Administrative Officer of the Institution

George M. Juric — Name and Title — Officially representing the Faculty

James E. Morris — Name and Title — Officially representing the Associated Student Body

Ronald J. Miller — Officially representing the Classified Staff

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GENERAL INFORMATION

I. CONDUCTING OF SELF-STUDY AND PREPARATION OF APPLICATION FOR ACCREDITATION

Throughout the preparation of this application, the college has viewed the process as an opportunity for self-analysis and self-evaluation. In a sense the process was a continuation of a similar project conducted in 1967-68. This project included a three-day retreat for faculty, administration and members of the Board of Trustees. The ideas developed at the retreat received additional study on campus and led to a report which identified a number of high priority goals for the institution.*

The success of the process involved in preparing the 1967-68 report led to similar planning for the preparation of the accreditation application. A representative of the Academic Senate and the Administrative Assistant to the President met with the President early in the Fall and developed the format for the preparation of the report. A tentative outline for writing and verifying the report was submitted at a general faculty meeting and subsequently was approved by the Academic Senate and the Board of Trustees. The tentative outline and schedule follows:

Tentative Outline for Writing and Verification of Accreditation Report

Steering Committee Composed of:

Six chairmen
President of the college
President of the Academic Senate
President of the student body
President of the Board of Trustees
President, C.S.E.A. Chapter 477

Sub-Committees Composed of:

Four faculty members selected by the Academic Senate
One student chosen by A.S.B.
One administrator (may not serve as chairman)
One classified employee appointed by C.S.E.A.

Administrative Representatives

Aims and Purposes - Dr. Michaels
Administration - Dr. Grandy
Student Personnel - Mr. Glenn
Community Services - Mr. Snyder
Curriculum - Mr. Becker (Mr. Lorbeer for Voc. Tech.)
Instruction - Mr. Bergen

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*Copies of this report and a subsequent interim report will be available to the Accreditation Team.

Reports will be verified by:

Academic Senate
Student Senate
Board of Trustees
C.S.E.A. Chapter

Minority reports may be submitted with the document, if so desired.

Committee Tasks

1. Review last application and recommendations.
2. Report on action taken on recommendations (if recommendations are considered pertinent).
3. Prepare first draft of current application.
4. Submit for review.
5. Prepare final draft.

Review Process

1. Copies of first draft to all faculty members, Student Senate, Board of Trustees, and C.S.E.A.
2. Retreat as opportunity for general review and discussion of first draft.
3. Printers in June or July.
4. Submit application during summer.

Calendar

1.	November	Faculty meeting to advise faculty on FAB and accreditation report
2.	November 30	Constitute committees
3.	February 1	First draft for review
4.	February 28 - March 2	General review at Idyllwild
5.	March	Hearing on campus
6.	April	Complete second draft
7.	April 15	Submit to Board
8.	May 15	Completion of final draft to printer (Must be in by September deadline)

Retreat (Idyllwild)

Fri., Feb. 28	Follow-up on FAB Retreat recommendations
Saturday, March 1	Four committees (two in a.m.; two in p.m.) present their first drafts. Entire group breaks down into discussion sections and analyzes and presents recommendations.
Saturday night	Films, short courses and free time
Sunday a.m.	Finish last two committee reports and depart after noon meal.

Representatives to serve on each of the committees were appointed by the President of the Academic Senate, the President of the Student Body, and the executive committee of the California School Employees Association. Each committee then selected a chairman who became a member of the steering committee.*

Following studies conducted by each committee, a first draft of the reports was completed previous to the Faculty-Administration-Board (FAB) Retreat in February. Copies of these reports were submitted to the entire faculty, classified personnel and the Student Senate. Additional copies were made available in the student center for perusal by other interested students. All who received the report were urged to suggest changes or offer additional recommendations.

At the FAB Retreat February 28, March 1 and 2 representatives of the three groups conducted extensive hearings on the reports. Recommendations for changes and additions were drafted and forwarded to each committee for further study and inclusion in the second drafts of the report. Student Senate members and classified staff also were urged to submit additional recommendations.

Following the recommendation of the steering committee, the second drafts of the report were forwarded to the Administrative Assistant for editing. Committee chairmen were consulted throughout the editing process. The time required for editing and processing the final drafts made it necessary to mail the final report to each faculty member for final evaluation. Comments and recommendations were encouraged and where appropriate, have been included in the report.

The final draft was submitted to the Board of Trustees, the Academic Senate, Student Body officers, the Student Senate and the C.S.E.A. chapter for approval in July and August. Those who were unavailable during the summer will be asked to submit their comments and recommendations when they return in September. These comments will be presented to the Accreditation Team at the time of the visit.

It is important to note that each committee has presented its own recommendations. These recommendations are not intended to represent the views of the institution. They are presented as significant ideas which resulted from the extensive studies conducted by each committee and are an important agenda for the institution in its continuing self-appraisal.

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*Accreditation Committee rosters and related documents will be available to the Accreditation Team.

II. TYPE OF INSTITUTION

Rio Hondo, a public junior college district, is governed by its own Board of Trustees. The five-member board is elected by the college district at large. The Superintendent-President serves as chief administrative officer and secretary to the Board.

An organizational chart of the district is on page 5.

III. HISTORY OF THE INSTITUTION

A brief history of the institutiton appears on page 30 of the college catalog.

IV. NATURE OF THE COMMUNITY

A. General Information

The college district covers a 49.5 square-mile area with a population of approximately 270,000. Included in the district are the cities of Whittier, Pico Rivera and Santa Fe Springs. Portions of the cities of Norwalk, La Mirada, Downey, La Puente and Industry as well as some unincorporated areas of Los Angeles County are within the district.

Although it is not a part of the district, the area encompassed by the El Monte Union High School District also is served by the college.

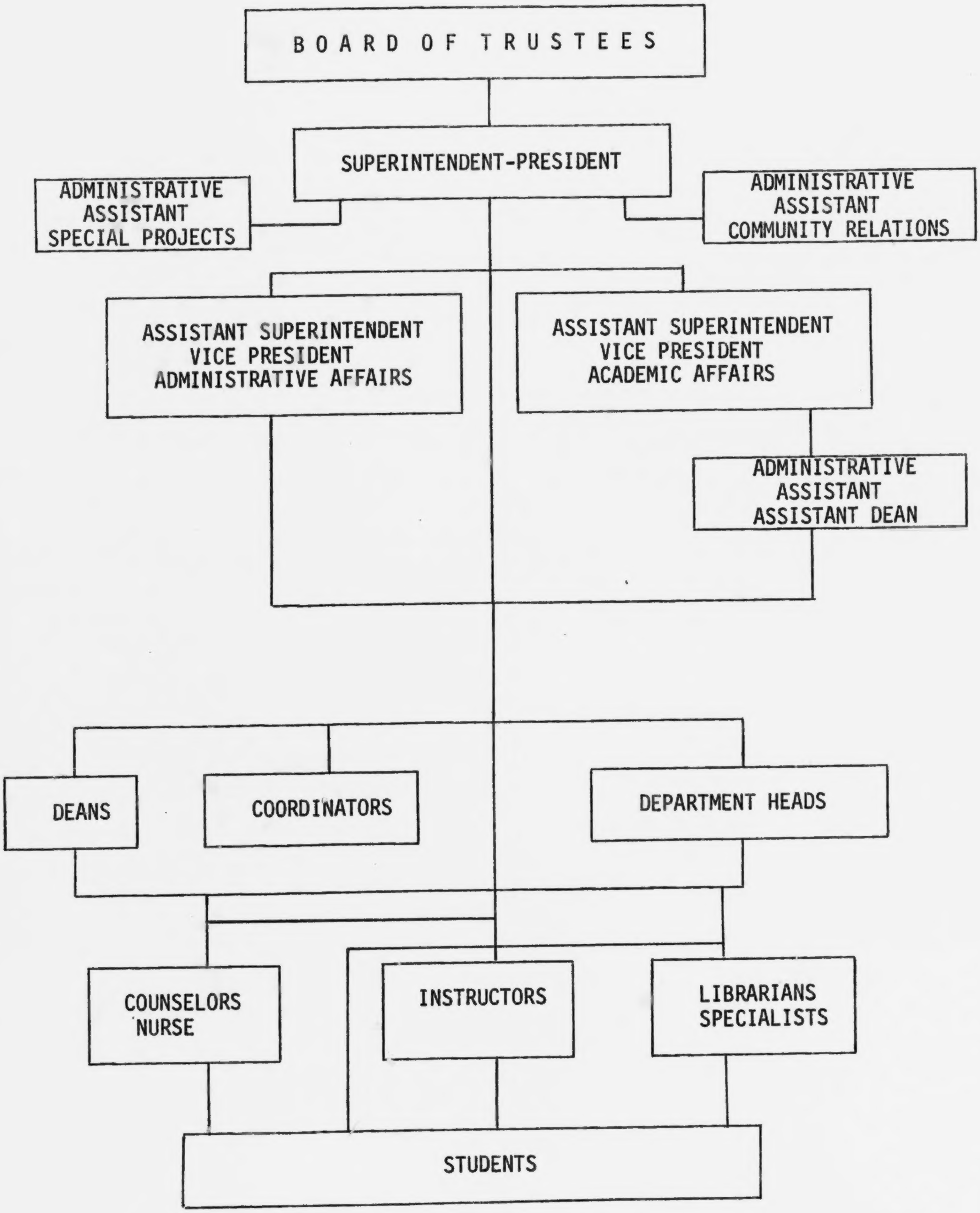
Whittier is the largest and oldest city in the district, with a population of 72,690. It is located 15 miles east of Los Angeles and extends to the Orange County line. The city has 44 elementary schools, 10 intermediate schools, 7 high schools and 2 colleges - Rio Hondo and Whittier College. There are 72 churches, 7 libraries, 2 newspapers, 10 banks and 2 general hospitals. Recreational facilities include 4 theaters, 12 parks and 10 playgrounds. More than 250 clubs and organizations are active in the city. Approximately 160 manufacturing plants are located in the city. Leading group classes are oil well supplies, sewer pipe, research laboratories and auto parts.

Pico Rivera was incorporated in 1958 following the rapid residential growth which developed near the Santa Ana Freeway. Population of the city is 52,054. The city has 11 elementary schools, 5 junior high schools and one high school. There are two Parochial schools. There are five parks, a county library and 23 churches in the city. Two weekly newspapers provide local news coverage. Medical services are provided by the Pico Rivera Community Hospital. More than 40 social, cultural, religious, fraternal and service clubs are active.

Approximately 140 industries are located in Pico Rivera. Leading national firms are the Ford Motor Company, Georgia-Pacific, Parke-Davis and Company, Clark Equipment and Norris Industries.

ADMINISTRATIVE ORGANIZATIONAL CHART - COMMUNICATIONS FLOW

1968 - 1969


BOARD OF TRUSTEES
SUPERINTENDENT-PRESIDENT
ADMINISTRATIVE ASSISTANT SPECIAL PROJECTS
ADMINISTRATIVE ASSISTANT COMMUNITY RELATIONS
ASSISTANT SUPERINTENDENT VICE PRESIDENT ADMINISTRATIVE AFFAIRS
ASSISTANT SUPERINTENDENT VICE PRESIDENT ACADEMIC AFFAIRS
ADMINISTRATIVE ASSISTANT ASSISTANT DEAN
DEANS
COORDINATORS
DEPARTMENT HEADS
COUNSELORS NURSE
INSTRUCTORS
LIBRARIANS SPECIALISTS
STUDENTS

Santa Fe Springs was incorporated in 1957. Its population is approximately 16,000. With 78.6 per cent of the land zoned for industry, the population is concentrated in about 11 per cent of the city which is zoned residential. The city is served by 3 elementary, 2 intermediate and one high school. A Parochial High School and elementary school also are in the city. There are three parks, and a city library. Santa Fe Springs won an All American City award in 1960 for outstanding citizen participation in government.

One of the all-time world leaders in oil production, the Santa Fe Springs oil fields remain productive today and oil refineries and oil tool companies are among its major industries. More than 300 industries are located in the city, including Bell Brand Foods, Fluid Packed Pump Company, Pacific Cracker Company, Food Giant Markets, Safeway Stores, Gulf Oil Corporation, Pacific Clay Products, IBM and Xerox Corporation.

Construction currently is continuing on an urban redevelopment project in Santa Fe Springs, a 65-acre project which includes new street lighting, construction, relocation and rehabilitation of homes and the construction of a neighborhood center building.

School districts within the college district include the Whittier Union High School District which serves the following elementary districts: Whittier City, South Whittier, Los Nietos, East Whittier and Little Lake. The city of Pico Rivera is served by the El Rancho Unified District. The Santa Ana, San Gabriel and Pomona Freeways serve the area.

The socio-economic makeup of the district ranges from high income business and professional people to poverty level unskilled workers. The predominant ethnic minority is Mexican-American. No precise figure is available but estimates range from 20% to 35% Mexican-American population in the district, with some areas showing a 75% concentration. More detailed information on this subject is included in the section on "Meeting the Needs of Disadvantaged Persons".

B. College and Community

A number of sources are used by the college to provide information about the changing nature of the service area.

Advisory committees provide communication between the college and the industrial-commercial community.

The Board of Trustees, staff members and students are active in a number of service and other organizations in the community.

Community services personnel maintain liaison with cultural and recreational leaders.

Among the studies which will be available to the Accreditation Team are the following:

Talent Search Proposal
Eastland Community Action Council

Standard Industrial Survey Report
Whittier Area Chamber of Commerce

Site Occupancy Survey
Redevelopment Agency
Santa Fe Springs

Southern California Gas Company
Chamber of Commerce
Santa Fe Springs - California

Economic Base Study
Whittier

General Plan 3
City of Whittier

Community Progress
Santa Fe Springs

Chamber of Commerce
Industrial League
Santa Fe Springs

Evaluation of Retail Activity in Pico Rivera
Economic Research Associates

V. CONTRIBUTING HIGH SCHOOLS

High School	Current Enrollment	Estimated % to College	Estimated % Enrolling at RH
California	2,345	66%	37%
La Serna	1,714	80%	45%
Monte Vista	1,956	63%	39%
Pioneer	2,011	46%	29%
Santa Fe	2,388	30%	20%
Sierra	2,020	48%	29%
Whittier	2,138	70%	50%
Frontier-Continuation	250	5%	5%
El Rancho	2,926	44%	33%
St. Pauls*	1,350	88%	33%
Whittier Christian*	205	95%	Not available
El Monte**	1,945	73.7%	32.4%
Arroyo**	2,259	58.3%	33.2%
Rosemead**	1,822	54.9%	25.9%

*These are Parochial High Schools some of whose students do not live within the district.

**These high schools are in the El Monte Union High School District which is not presently in a junior college district.

VI. ENROLLMENT AND ATTENDANCE

A. Fall Semester Enrollment for Past Three Years

	1966-1967			1967-1968			1968-1969		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
1. Full-time	1,615	871	2,486	1,941	1,118	3,059	2,119	1,116	3,235
2. Part-time	636	715	1,351	561	662	1,223	659	822	1,481
3. Adults	1,410	798	2,208	1,510	922	2,432	2,049	1,086	3,135
Totals	3,661	2,384	6,045	4,012	2,702	6,714	4,827	3,024	7,851

B. Summer School Enrollment for Last Three Summers

1966-1967			1967-1968			1968-1969		
Men	Women	Total	Men	Women	Total	Men	Women	Total
573	644	1,217	978	956	1,934	1,408	1,273	2,681

C. Enrollment by Majors - Fall 1968

CODE	MAJORS	
01	Pre-Agriculture	5
02	Anthropology	11
03	Architecture	59
04	Art, Fine	222
06	Bacteriology	3
07	Biological Science	71
08	Botany	2
09	Business Administration	741
10	Chemistry	27
11	Dental Hygiene	16
12	Pre-Dental	38
13	Dietetics	4
14	Economics	11
15	Elementary Teaching	143
16	Engineering	247
17	English	151
18	Foreign Language	63
19	Forestry	23
20	Geography	1
21	Geology	10
22	History	156
23	Industrial Arts	45
24	International Service	5
25	Journalism	23
26	Laboratory Technician	7
27	Pre-Law	56
28	Liberal Arts	3266
29	Librarianship	11
30	Mathematics	107
31	Pre-Medical	39
32	Medical Technologist	9
33	Ministry	10
34	Mortuary Science	2
35	Music	87
36	Nursing B. S. Degree	1
37	Occupational Therapy	1
38	Optometry	3
39	Radio & Television	6
40	Pre-Pharmacy	16
41	Philosophy	11
42	Physical Education - Men	56
43	Physical Education - Women	38
44	Physical Therapy	12
45	Physics	10
47	Political Science	36
48	Psychology	130
49	Public Administration	6

CODE	MAJORS	
50	Public Health	2
51	Recreational Leadership	6
52	Secondary Teaching	32
53	Social Science	43
54	Social Welfare	15
55	Sociology	66
56	Theater Arts	35
57	Veterinary Science	17
58	Wildlife Management	16
59	X Ray Technician	5
60	Zoology	9
61	Accounting	114
62	Airline Stewardess	25
63	Art, Commercial	27
64	Automotive Technician	77
65	Business Data Processing	45
66	Chemical Technician	1
67	Dental Assistant	33
68	Clerical	3
69	Drafting, Architectural	31
70	Drafting, Electro-Mechanical	38
71	Electronics Technician	151
72	Engineering Technician	4
73	Fashion Design	9
74	Fire Science	172
75	General Business	315
76	General Education	182
77	Photography	28
78	Insurance	2
79	Library Assistant	12
80	Machine Technology	37
81	Merchandising	5
82	Nursery and Pre-School Teaching	26
83	Office Assistant-Medical & Dental	16
84	Police Science	391
85	Professional Secretary	17
86	Real Estate	44
87	Retailing	2
88	Salesmanship	2
89	Secretarial Science	61
90	Supervision-Industrial	80
91	Surveying	3
92	Vocational Nursing	74
93	Quality Technology	11
97	Nursing A. S. Degree	49

D. Average Daily Attendance for Past Three Years

	1966-1967	1967-1968	1968-1969
Graded Class Total	3,937.51	4,665.06	5,179.72
Adult Class Total	---	---	---
Summer School Total	131.71	223.05	315.86
Totals	4,069.22	4,888.11	5,495.58

E. Out of District Total Enrollment for Past Three Years

	1966-1967	1967-1968	1968-1969
Percentage of Total Enrollment from Out of District	17%	24%	27%

F. Number of A.A. and A.S. Degrees for Past Three Years

1965-1966			1966-1967			1967-1968			1968-1969		
Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
40	27	67	143	80	223	235	162	397	352	186	538

VII. SIZE OF CERTIFICATED STAFF

	1966-1967	1967-1968	1968-1969
Administrators	7.98	7.00	7.30
Instructors, Graded Day Program	110.90	126.70	136.63
Instructors, Extended Day Graded Classes	36.07	39.76	44.49
Instructors, Classes for Adults	--	--	--
Other Certificated Staff	12.46	14.08	18.26

VIII. FACULTY PREPARATION AND ASSIGNMENTS (See appendix)

IX. Financial Support

	1966-1967	1967-68	1968-1969
1. Total Assessed Valuation of District	$404,388,425	$419,606,400	$475,113,479
2. Assessed Valuation per Resident ADA	102,507	96,528	101,759
3. Total Tax Rate per $100 of Assessed Valuation Levied Exclusively for Junior College Current Operation	.4701	.3927	.3800
4. Current Expense of Education per Total ADA	$617.34	$590.52	$640.15
5. Total Revenue for Junior College Current Operation Received from Local Sources	1,990,588	1,711,472	1,805,314
6. Total Revenue for Junior College Current Operation Received from State Sources	1,289,217	1,503,134	1,556,904
7. Total Revenue for Junior College Current Operation Received from Federal Sources	169,101	285,605	195,953

AREAS OF CONCERN

I. AIMS AND PURPOSES

A. Educational Philosophy

Rio Hondo Junior College, as a public community college, is concerned with students' growth as individuals and as responsible citizens in a democratic society. The educational program of the college is stated on pages 30-31 of the 1969-1970 College Catalog.

1. Procedure for Developing the Philosophy

The first statement of philosophy for the college was established during the academic year 1963-1964. The faculty was small and served as a committee for this purpose. Data about the community which Rio Hondo Junior College serves and surveys of courses taken by our students at other colleges were used in formulating the original statement of philosophy.

2. Communicating the Philosophy

Although it is recognized that the most effective means of communicating the educational philosophy of the college is through its students, the following channels of communication are used:

a. The College Catalog.

b. College and Departmental Brochures.

c. Counselors in their contacts with the high schools.

d. Advisory Committees.

e. Staff speakers and other college-sponsored programs, service clubs, civic groups, P.T.A.'s and other community organizations.

f. Student group guidance sessions.

g. Newspaper Releases.

h. The faculty in their contacts with community organizations and with cooperating agencies.

3. Evaluating and Revising the Philosophy

Although the Board of Trustees has the final responsibility for the adoption of a statement of philosophy, it is the responsibility of all groups identified with the College to study, and to make appropriate suggestions or improvements. The philosophy is reviewed periodically by the Board of Trustees, administrative staff, department chairmen, and other interested committees. Suggestions for revision are sent to the Curriculum Committee which in turn makes suggestions to the administrative staff and thence to the Board of Trustees.

In 1968-1969 the Accreditation Committee on Aims and Purposes undertook the task of revising the Statement of Philosophy and Objectives of Rio Hondo Junior College. Suggestions and ideas were received from the administration, certificated and classified employees, student body officers, and members of the Student Senate. Suggestions considered worthy by the committee were incorporated into a new Statement of Philosophy and Objectives.

The new Statement of Philosophy and Objectives will be submitted to the Curriculum Committee in 1969-1970. It is included in this report as the major recommendation of this committee.

B. Specific Objectives

The specific objectives of the educational program at Rio Hondo Junior College are stated on page 32 of the 1969-1970 College Catalog. These objectives and the statement of philosophy were formulated concurrently.

1. Same as I-A-1 above.
2. Same as I-A-2 above.
3. Same as I-A-3 above.

C. Use in Formulating Educational Program

The above statements guide the deliberations of the Curriculum Committee, the General Education Committee, and all Advisory Committees. Proposals for new courses, revisions of courses and revisions of curriculums are evaluated in terms of the aims and purposes stated above. The philosophy and objectives also serve as a basis for the student personnel program and the public relations program of the college.

RESPONSE TO RECOMMENDATIONS BY PREVIOUS ACCREDITATION TEAM

I. AIMS AND PURPOSES

A. *Continuing efforts should be made to acquaint instructors, administrators, and board members who are new to the junior college with the mandated aims and purposes of all California Junior Colleges as well as the specific goals and objectives of this college.*

The aims and purposes of the junior college are considered in the orientation meetings for new teachers held regularly with members of the administrative staff. Committee meetings, board meetings and the annual retreat provide opportunity for frequent review of aims and purposes.

B. *Additional effort should be made to secure specific involvement of all faculty and administrative staff in the preparation of the next Application for Accreditation. This appears highly necessary because of the excessive number of personnel new to the junior college.*

Each of the six committees concerned with the preparation of this report has representatives from the faculty, the administration, the classified staff and student groups. Maximum involvement of all personnel has been attempted in preparing the report. (See General Information Section)

C. *Consideration should be given to the addition of a humanities requirement for graduation. While this is implicit in the aims and objectives of the college, the requirements listed for graduation are barely above the State minimum and in their limited application would not fully meet the stated aims and objectives of the college.*

The General Education Committee is reviewing the new general education requirements of the state colleges. The committee is giving serious consideration to requiring a series of courses in several broad areas for all students.

RECOMMENDATIONS OF THE RIO HONDO COMMITTEE ON AIMS AND PURPOSES

I. THE MAJOR RECOMMENDATION OF THIS COMMITTEE IS CONTAINED IN THE FOLLOWING SUGGESTED REVISION OF THE PHILOSOPHY AND OBJECTIVES OF THE COLLEGE:

A. Philosophy

Curricular offerings are directly related to a dynamic, changing society. By law, Rio Hondo Junior College provides tuition-free education beyond high school to the students it serves. All students in the district who are 18 years of age or over and/or those who have a high school diploma have the opportunity to receive a quality college education. The educational program, which is community and student oriented, stresses underlying principles, originality and creativity, includes courses for transfer to four-year colleges and universities, vocational courses, general education courses for greater understanding of all aspects of life, and programs that will satisfy both the career and social needs of all students.

Rio Hondo Junior College provides numerous avenues of communication to implement present curricular offerings and to meet the needs of the students in the community. Rio Hondo regularly evaluates and initiates curricular offerings as needs arise. A variety of comprehensive programs are developed continuously through specially appointed councils and commissions, such as the President's Select Commission on Instruction and Curriculum and numerous advisory councils. Rio Hondo is committed to serving the civic and cultural needs of the entire community.

B. Objectives of Rio Hondo Junior College

Specifically, the college program is designed to provide:

1. Courses paralleling the first two years at state colleges and universities for students who plan to transfer. These courses encompass the liberal arts, fine arts, sciences, engineering, and other academic areas.

2. Vocational courses which offer the opportunity for students to become proficient in theoretical and practical skills. While skills in problem solving and work techniques are taught, the primary emphasis is on understanding underlying principles in trade, technical, business, and service occupations

3. Courses which offer the knowledge, skills, and values to assist the students to live meaningful lives as contributing members of the community.

4. Counseling and guidance services which include personal counseling, educational and vocational planning, aptitude and interest testing, financial aids, and job placement services.

5. A comprehensive program of student-centered activities in special interest clubs, student government, publications, and social events

to provide students with the opportunity to develop personal interests, abilities, and values.

6. Community services to help fulfill the educational, civic, cultural, and vocational needs of the community.

II. The committee recommends that the college develop a statement of policy describing the role of the college in working with economically and culturally disadvantaged students. (At the request of the Board of Trustees, such a policy is being developed by the staff.)

II. CURRICULUM

A. Curriculum Development

1. Development, Evaluation and Revision of Curriculum

The principal evaluation of the academic curriculum is by individual faculty members based on their classroom experiences and continuing study of developments in their respective disciplines. Curriculum revision is discussed frequently in regular departmental meetings and informal discussions are held by instructors.

When discussion progresses to the point where a specific recommendation can be made, an instructor or group of instructors prepares a formal proposal. Eighty-seven such proposals were made and processed during the 1967-1968 school year and 71 more in 1968-1969. Of these, 115 were approved as submitted, and six more were approved after modifications suggested by the Curriculum Committee or the Executive Council. The procedure for consideration of these proposals is described later in this report.

In vocational education there is an advisory committee for each vocational program offered. These committees meet at least once each year to evaluate the programs and to recommend improvements. Advisory committees now functioning are listed under Section D-3 below.

Continuing evaluation and modification of the curriculum is stimulated by several college-wide groups. The Curriculum Committee (see Faculty Handbook, II-p.11), with the assistance and cooperation of the department chairmen, has compiled a report of the curriculum goals of the college for the next five years. This report discusses changes each department is considering or expects to consider. It is anticipated that these goals will be updated annually. The report is used by the Curriculum Committee in considering course change proposals, and it serves to focus the attention of each department on curriculum development. In 1968-1969 each department presented an informal report on its five year goals at Board of Trustees meetings.

As an outgrowth of recommendations made during a Faculty-Administration-Board Retreat in 1968, the President of the College has formed a Select Commission on Curriculum and Instruction and assigned to it the task of working toward the improvement of the quality of education at Rio Hondo. The Commission includes the college president, three full-time instructors, one department chairman, one counselor, and two additional administrators. One of the first accomplishments of the Commission is a program under which faculty members can receive released time and/or summer employment to develop new courses or instructional methods.*

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*The 1968-1969 report of the Select Commission will be available to the Accreditation Team.

The Dean of the Evening Session has formed an Evening Session Advisory Council composed of twelve part-time staff members who teach during the evening session. This council is intended to provide an official group through which the part-time staff can contribute to curriculum evaluation and development. One of the major objectives is the coordination of the evening instructional program with that of the day session.

The General Education Committee (Faculty Handbook, II-p. 13) is considering proposals for interdisciplinary courses for general education. These courses are being developed to implement the recent agreement by the state colleges to accept for transfer the general education programs of each individual junior college.

Students make an implicit negative evaluation of courses by not enrolling in them. Courses in the catalog are checked regularly for currency under the following policy:

> "The Administrative Assistant-Instruction shall review annually the courses listed in the College Catalog. Any courses which have not been offered for more than three semesters consecutively, or which have been canceled for low registration two times consecutively shall be brought to the attention of the Curriculum Committee. When the Curriculum Committee, the Executive Council and the Board of Trustees shall so agree, these courses shall be discontinued and removed from the catalog."

Transfer courses are checked regularly for articulation with state colleges and the university. This responsibility lies with the Vice President-Academic Affairs. It has been the practice of the Vice President-Academic Affairs to refer articulation matters to the chairman of the department concerned so that necessary modifications of the curriculum may be worked out by the instructors directly concerned. A file of articulation agreements with other colleges is maintained by the Dean of Student Personnel. Articulation information is regularly supplied to the Head Counselor and the Counseling Handbook contains current and specific information related to articulation. Changes in the curriculum are made on several levels, depending on the scope of the change.

a. Course Outlines are written and changed by instructors with approval of department chairmen.

b. Textbooks and other instructional materials are selected by the departments concerned and approved by the Vice President-Academic Affairs.

c. Changes in prerequisites, units, hours, and recommended courses of study for majors are made after consideration by the chairman of the department concerned, the Curriculum Committee, and the Executive Council, as described below.

d. After being considered and approved as described in Item c, above proposals for new courses, deletion of courses, and changes in curriculum policy are presented to the Board of Trustees for final approval.

Procedure for Revising the Curriculum

A brief statement of the policy governing curriculum changes is given in the Faculty Handbook, II-p. 8. The actual process involved is as follows:

Anyone (faculty member, student, or district resident) wishing to propose a change in the curriculum makes this fact known to the Instruction Office (Vice President-Academic Affairs). This office provides a Course Change Form and refers the person to the chairman of the appropriate department. (Course Change Forms will be available to the Accreditation Team.) When the Course Change Form has been completed and the required information compiled, the department chairman reviews the proposal and indicates his approval or disapproval on the form.

The proposal is then forwarded to the Administrative Assistant-Instruction. (Note: In almost all cases suggestions for course changes come from faculty members. The suggestions are discussed with the chairman until a mutually acceptable proposal is developed. Thus, the proposal normally will have the approval of the department chairman. If no mutually acceptable proposal can be worked out, the originator may forward the Course Change Form without the approval of the department chairman.)

The Administrative Assistant-Instruction acts as secretary to the Curriculum Committee. He verifies that the proposal has been prepared in proper form and places it on the agenda of the Curriculum Committee. The Curriculum Committee is a standing committee of the college. Its composition and general duties are shown on II-p. 11 of the Faculty Handbook.

The person or persons originating the proposal are invited to be present to answer questions or provide supplemental information to the Curriculum Committee. If the proposal has not received the approval of the department chairman, he, too, is invited to be present. By majority vote of the members present the Curriculum Committee approves, disapproves, or returns the proposal to the department for further study.

The proposal has now been considered by the appropriate department chairman or chairmen (if more than one department is involved) and the Curriculum Committee. If neither has approved, the proposal is considered to have been rejected, and no further action is taken. If either or both have approved, the proposal is forwarded to the Executive Council together with a record of the action taken on the proposal.

If the Executive Council approves the proposal, it is either considered to have been adopted (See letter c. above) or it is forwarded to the Board of Trustees for final action (letter d. above). If the Executive Council disapproves the proposal, it is returned to the Curriculum Committee with an explanation. If the disapproval by the Executive Council is the second disapproval, the proposal is considered to have been rejected. If, however, the proposal has been previously approved by both the department chairman and the Curriculum Committee, it can be reconsidered. If the proposal is one requiring Board action and the Curriculum Committee so requests, it will be forwarded to the Board of Trustees via the Executive Council bearing either disapproval or no recommendation by the Executive Council. Action taken by the Board of Trustees is final. If the proposal is one not requiring Board action, the Executive Council makes the final decision.

2. New Curriculums

All the courses of study are described in the current catalog.

3. Graduation Requirements

a. The graduation requirements are listed in the College Catalog.

b. An overall grade point average of 2.0 or higher is required for graduation with an A.A. or A.S. degree.

4. Special Curriculums or Majors

a. Automotive Technology Certificate Program

Students completing the following courses will receive a certificate of achievement and be prepared for employment in the automotive industry: 51A - 51B, Chassis and Suspension Systems; 52A - 52B, Power Transmission Systems; 54, Engine Rebuilding; 58, Fuel and Ignition Systems; 59, Automotive Air Conditioning; and 60A - 60B, Automotive Electrical Systems.

Completion of 33 units of course work taken in the Automotive Technology Program. This is estimated at approximately three semesters.

The Certificate of Achievement in Automotive Technology

b. Electronics Technician Certificate Program

Completion of this curriculum will enable the student to work out practical solutions to problems of design, conduct various testing procedures, and analyze and interpret data. Students completing the following courses will receive the Electronics Certificate of Achievement and be prepared for employment in industry: Mechanical Drawing 50, Technical Report Writing 49, D-C Fundamentals 51A, A-C Fundamentals 51B, Electron Tubes and Semiconductors 52, Circuit Analysis 53, Special Circuit Analysis 54, Microwave Circuits and Measurements 55, Automatic Control 57, or Digital Computers 58 and Physics 2A.

Completion of 41 units of course work taken in Electronic Technology and related fields. This is estimated at approximately three semesters.

The Certificate of Achievement in Electronics Technology

c. Architectural Drafting Certificate Program

Students completing the following courses will receive a certificate of achievement and be prepared for employment in industry or business as an Architectural Draftsman: Architectural Drawing and Home Planning 4A - 4B, Wood and Masonry Construction 5A - 5B, Architectural Freehand Drawing 9, Architectural Perspective 10, Building Construction 24 and two other courses taken from the Architectural course offerings.

Completion of 22 units taken in the Architectural Drafting Program. This is estimated at two semesters.

The Certificate of Achievement in Architectural Drafting

d. Fire Science Certificate Program

Many area fire departments have established as a prerequisite for employment or promotion the completion of this curriculum. Some fire departments also provide incentive pay increases for men who have completed the certificate program. Students must complete 24 units of course work selected from Courses 28 through 34 listed under Fire Science in the College Catalog.

Completion of 24 units of course work taken in the Fire Science Program. This is estimated at two semesters.

The Certificate of Achievement in Fire Science

e. Operating Room Technician Certificate Program

This program prepares a student to perform as a surgical technician. Students completing the following course will receive a Certificate of Achievement: Operating Room Techniques 40.

The Certificate of Achievement in Operating Room Techniques is awarded upon completion of one 10-unit course which meets 20 hours per week during each semester. This is a one semester program.

The Certificate of Achievement for Operating Room Technicians

f. Machine Technology Certificate Program

The Machine Technology Certificate Program is for students who are interested in becoming journeyman machinists, tool and die makers, or general machinists. Students completing the following courses will receive a Certificate of Achievement and be prepared for employment in industry: Vocational Machine Shop 68A - 68B, Vocational Machine Shop 69A - 69B, and either Mechanical Drawing 50 or Blueprint Reading 63.

Completion of 31 units of course work in the Machine Technology program. This is estimated at approximately two semesters.

The Certificate of Achievement in Machine Technology

g. Physical Therapy Aid Certificate Program

This program prepares a student to perform as a Physical Therapist Aid in the Physical Therapy Department of a hospital, convalescent home, or private medical office. The course required is Physical Therapy Techniques 50.

Completion of 14 units earned upon completion of the prescribed course. This is a one-semester program.

The Certificate of Achievement for Physical Therapy Techniques

h. Quality Technology Certificate Program

Students completing the following courses will receive a Certificate of Achievement and be prepared for employment as a Quality Control Technician: Introduction to Quality Control 11, Measurement Science Mechanical 12, Measurement Science Electrical 13, Statistical Concepts 14, Engineering Drawing and Specification Evaluation 15, and two other courses selected from the Quality Technology course offerings.

Completion of 21 units of course work in the Quality Technology Program. This is estimated at approximately two semesters.

The Certificate of Achievement in Quality Technology

i. Real Estate Certificate Program

This program is designed to provide a basic real estate education for those who wish to enter the field and for those already in the field who wish to upgrade themselves. Students completing the following courses will receive a Certificate of Achievement and be prepared to take the licensing examination: Real Estate Principles 10, Real Estate Practices 11, Legal Aspects of Real Estate 12, Real Estate Finance 13, Real Estate Appraisal 14 and three other courses from the Real Estate course offerings.

Completion of 24 units of course work in the Real Estate Program. This is estimated at two semesters.

The Certificate of Achievement in Real Estate

j. Supervision Business and Industry Certificate Program

Students completing the following courses will receive the Certificate of Achievement and be prepared for supervisorial responsibilities or advancement in their present position: Effective Written Communications for Supervisors 30, Elements of Supervision 81, Organization and Management 94, Basic Psychology for Supervisors 97, Human Relations for Supervisors 98, and three other courses taken from the Supervision course offerings.

Completion of 24 units of course work taken in the Supervision Program. This is estimated at two semesters.

The Certificate of Achievement in Supervision Business and Industry

k. Technical Drafting Certificate Program

A Technical Draftsman is a technician employed in all types of manufacturing, fabrication, research, and development industries. Students completing the following courses will receive a Certificate of Achievement and be prepared for employment in industry as a Technical Draftsman: Technical Drafting 1A - 1B, Electro-Mechanical Drafting 10, Machine Drafting 15, Technical Freehand Drafting 18, Technical Graphics 32, and Technical Mathematics 61A - 61B.

Completion of 23 units of course work taken in the Technical Drafting Program. This is estimated at two semesters.

The Certificate of Achievement in Technical Drafting

l. Vocational Nursing Certificate Program

The 12-month program of class and clinical work leads to the Certificate of Achievement and qualifies the student to apply to the California State Board of Vocational Examiners for Licensure. Students completing the following courses with a grade of C or better will receive a Certificate of Achievement: Medical Surgical Conditions 30, Medical-Surgical Conditions 31, Intensive and Comprehensive Nursing Techniques 32.

Completion of 45 units of course work in the sequence prescribed. This program is established as 1,575 hours of instruction and clinical experience and takes approximately 11 months to complete.

The Certificate of Achievement in Vocational Nursing

m. Welding Technology Certificate Program

Completion of this program will enable a student to find employment in industry as an arc, heliarc, or oxy-acetylene welder. He will also be able to read shop prints and do layout work. Students completing the following courses will receive a Certificate of Achievement: Introduction to Welding 50, Oxy-Acetylene Welding 51A, Electric Arc Welding 53A, Inert Gas Welding 55A, and two other courses taken from the Welding course offerings.

Completion of 22 units of course work in the Welding Technology Program. This is estimated at two semesters.

The Certificate of Achievement in Welding Technology

5. Innovative Curricular Features and Programs

a. Experimental Education. A program of non-credit, non-graded courses has been developed by a group of students under the chairmanship of an alumnus. The pamphlet announcing these courses has the following foreword:

> "Experimental Education is an attempt to offer interested college students and community residents relevant learning experience in a non-traditional setting. It is innovative, informal and unstructured.
>
> The courses listed have been suggested by students and faculty. They are not part of the regular college curriculum, and they offer no credit and no grades. Enrollment is open throughout the semester.
>
> Enthusiastic faculty members have volunteered their time and leadership. They expect to offer advice, information and guidance, but classes will make most of their own rules, establish their own procedures, and determine the basic format for learning...."

The schedule for Spring, 1969 listed fourteen courses.*

b. Biology Department Auto-Tutorial Program. The Biology Department has developed an auto-tutorial program, which will be implemented for general biology courses in 1969-1970. It is a step toward individualizing instruction in courses enrolling large numbers of students.

c. Innovative Courses. The Social Science Department has developed two new courses which take up issues not usually included in the curriculum. History 20 is a study of the history of minorities in America, and History 40 is a study of today's social, economic, and political problems.

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* Copies of the schedule will be available to members of the Accreditation Team.

6. Community Influence on the Curriculum

Rio Hondo offers a wide selection of lower division courses in a large number of academic majors. A large number of general education courses are offered during both the day and evening sessions. These courses are modified periodically in accordance with community response. The vocational education program is responsive to the community's needs via the advisory committees which evaluate programs and recommend modifications.

Curricular changes resulting from staff awareness of community characteristics include the following:

> The two new History courses listed in 5-c above reflect community interest in current social problems, particularly those involving minority groups.
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> Clinics and seminars have been held on the campus as a service to community groups. The college has arranged, coordinated, and provided instructors for these programs. Examples include a clinic for bank and savings and loan employees on "Bank Robbery - Employees Response and Responsibility". A law enforcement seminar arranged in cooperation with Eastman Kodak Company was held for law enforcement personnel of Southern California.
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> The Dean of the Evening Session cooperates with personnel of the Neighborhood Adult Participation Project to determine special educational needs which the college can meet. An outgrowth of this cooperative relationship was an evaluation of the Teacher Aid Program.
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> To provide extensions of the college program into the community, an Educational Services Committee has been formed, with the Dean of the Evening Session as chairman and including community representatives, eleven faculty members, five students, and the Vice President-Academic Affairs. The work of this committee is primarily directed toward improving educational opportunities for culturally and economically disadvantaged residents of the community. This committee's efforts have resulted in a pilot program which provided college counselors at various locations in the community. Consideration also is being given to offering classes at community centers.
>
> Specific short-term, academy-type classes have been offered in response to requests from the community. These include the Police Science Academy, Fire Science Academy, short term Quality Technology courses, Vocational Nursing, Operating Room Technician course, and Registered Nurse Refresher course. Special programs have also been conducted for high school instructors in Automotive Technology. In addition, the college in cooperation with the Whittier City School District offered a special Architectural Drafting class for elementary school students.

At the request of a local industrial firm, the college will offer a special drafting course in High Pressure Piping Design in 1969-1970. The college staff worked with the Curriculum Committee and the local industry to develop the course. An instructor from industry will teach the course using special materials from the industry.

B. Program of General Education

1. General Education Concept

The concept of Rio Hondo Junior College regarding general education is stated in the 1969-1970 College Catalog, pp. 29-30.

2. Required and Elective General Education Courses

a. The following general education courses are required for graduation:

Four or six units in the Constitution and History of the United States. (Government 2 or 51, History 7A, 7B, 8A, or 8B).

Six units of oral and written English. (English 1A, 50 or Business English 30 and English 1B or Public Address 1A).

Health Education 10 or Biology 10A.

b. A substantial number of the courses listed in the catalog are intended primarily as general education courses. With a few exceptions, these are the courses numbered from 10 to 40.

3. Responsibility for "Breadth" Education

The basic responsibility for "breadth" education lies with each department in its list of courses recommended for students majoring in a field within the department. While these lists are only recommendations, they exert a strong influence on the study programs of individual students. As much as possible these "courses of study" provide for electives. It is then up to the counselors and individual instructors who advise students to recommend study outside the student's major field of interest.

4. Infusing General Education Into All Courses

The college has general education objectives where they are relevant. In a significant number of specialized courses there appears to be no reason for a general education objective.

5. Strengths and Weaknesses

a. Major strengths of the general education program: A wide variety of courses are offered in a large number of subject areas. The individual courses have substance and are well-designed to broaden the student's outlook. A system of grading a course as "Credit" or

"No Credit" in place of the usual letter grade is designed to encourage students to take courses outside of their areas of known competence or major interest. This system was initiated Spring Semester 1969 and more than 10 percent of our students took advantage of the option.

b. Major weaknesses of the general education program: Many of the courses of study make little or no provision for electives. This is, of course, due in part to the transfer requirements imposed by four-year institutions. Thus, many students take no courses outside their main interest area other than the state-required courses in Government, English and Health. Even when the courses of study provide for a number of electives, students are permitted, and sometimes encouraged, to take other courses in or closely related to their major fields. This is particularly true of the "Recommended Electives" listed for each of the major courses of study in the College Catalog. The college has no breadth requirement of its own for graduation.

C. Education for Transfer

1. Percentage Planning to Transfer

The Counseling Department estimates that approximately 75 percent of the entering students intend to transfer to a four-year institution at the time they first enroll.

2. Percentage Who Do Transfer

No statistics are available on the number of students actually transferring to four-year institutions. In the graduating class of 1968, there were 309 students with transfer majors and 88 with terminal majors. There were 2486 full-time students enrolled fall semester 1966.

3. Followup of Students Who Transfer

A study was made last year of the performance of Rio Hondo's transfers to the state colleges at Los Angeles, Long Beach, and Fullerton and UCLA.* These are the colleges receiving most of our transferees. The results of the study are consistent with similar studies made by other institutions and do not indicate the need for significant modification of our program.

D. Vocational-Technical Education

1. Concept and Plan for Vocational-Technical Education

The institution's concept of and plan for Vocational Education is described in the college philosophy and includes the following statement in the catalog:

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* A copy of the study will be available to the Accreditation Team.

"...curricular offerings which are planned to meet the needs of all qualified students in the community. While educational service to students is the primary objective of the junior college, it must also serve the vocational needs of the entire community."

The objectives of the college include the following:

To provide the opportunity for becoming proficient in an occupation for those students who will finish their formal education upon graduation from the junior college.

To provide training that will prepare all students to live effectively as enlightened and responsible members of their community.

To provide instruction in cooperation with all other educational institutions of the community to meet the needs of all the people of the region.

2. Preparation for Employment

Curricula offered in several departments which prepare students to enter employment directly upon leaving the junior college include the following:

- Airline Stewardess
- Apparel Design
- Automotive Technology
- Bookkeeping and Accounting
- Chemical Technology
- Clerical
- Commercial Art
- Data Processing
- Dental Assistant
- Educational Aide
- Electro-Mechanical Drafting
- Electronics
- Engineering Technician
- Fire Science
- General Business
- Industrial Arts
- Library Science
- Machine Technology
- Medical and Dental Office Assistant
- Mid-Management-Retail, Business
- Nursery School Education
- Nursing-Associate Degree
- Office Supervision
- Physical Therapist
- Police Science
- Quality Technology
- Radiologic Technician
- Real Estate
- Recreation Leadership
- Registered Nurse Refresher
- Retailing
- Secretarial Science
- Supervision-Business & Industry
- Surveying
- Technical Drafting
- Vocational Nursing
- Welding Technology

3. Advisory Committees

a. Advisory Committees, composed of representatives from labor, management, business, and the professions meet once each year and more often, when necessary, with the Dean of Vocational Education and college instructors. They discuss college offerings and changes which have occurred in occupational areas. College courses and curriculums are modified in light of these changes. Also discussed are the enrollments in the vocational courses to determine the course offerings for the next semester.

b. Current Advisory Committees:

Airline Stewardess
Automotive Technology
Chemical Technician
Data Processing
Dental Assistant
Educational Aide
Electro-Mechanical Drafting
Electronics
Fire Science
General Vocational Education
Library Science
Machine Shop
Mid-Management-Retail, Business
Nursing-Associate Degree
Physical Therapist
Police Science
Quality Technology
Real Estate
Registered Nurse Refresher
Secretarial Science-Certified Professional and Legal
Supervision-Business & Industry
Vocational Nursing
Welding Technology

c. Advisory Committees for Proposed Programs:

Apparel Design
Commercial Art
Engineering Technician
Industrial Arts
Medical and Dental Office Assistant
Radiologic Technician
Recreation Leadership
Surveying
Technical Drafting
Nursery School Education

A General Vocational Education Advisory Committee meets once each year to plan and review the total Vocational Education Program. This committee meets more often, if necessary.*

4. Placements From Occupational Curriculums

Reports of these statistics are available on the regular VE 45 forms submitted to the State Department of Education each year. Copies of these forms will be available to the Accreditation Team at the time of the visitation.

Additional placement information is maintained in the college Placement Office. The Dean of Vocational Education has initiated a program of reporting and recording placement and other extra data on students in vocational programs.

5. Program Evaluation

Evaluation of the Vocational Education Program is accomplished by several means. The most significant evaluation is the placement of students in occupations, through retention in the field, and advancement on the job. Coordinators of Vocational Education subjects have developed referral, recording, and reporting procedures to facilitate collection of accurate data and to provide for effective followup study of students. Such followup includes interviews with employers.

* Membership on all advisory committees and minutes of their meetings will be available at the time of the accreditation visit.

Evaluation of the degree to which programs meet stated objectives is by measurement of class achievement of students against criteria established by the staff, and with the aid of the advisory committees. This achievement is measured by oral, written and manipulative examinations, and by observation of performance. The evaluation of instructors' performance also is augmented by periodic classroom visits by the Dean of Vocational Education and by conferences with the teachers and the Assistant Superintendent and Vice President, Academic Affairs.

Other indirect evaluative factors include relative enrollment increases which might be attributable to new programs, enrollment increases in specific vocational programs and the retention of students in the respective classes as compared to previous retention data.

E. Continuing Education

1. Program for Extended Day Classes

The plan for the evening session program is the result of an agreement with the high schools within the district that the college will offer only credit courses, and the high schools will offer only non-credit courses or courses leading to a high school diploma. This arrangement is in strict agreement with a resolution adopted by the State Committee on Continuing Education on May 16, 1967, on the subject, "Differentiation of continuing education functions between the junior college and local secondary school districts in order to provide adequate continuing education opportunities throughout the service area." The college, however, will continue to review needs of adults which might not be satisfied by the high school program or which might be better met by college level courses.

The evening session offers many of the same courses as the day session, as well as a number of vocational or general education courses of unique interest to adults.

2. Meeting Community Needs

The Dean of the Evening Session has been asked by the Superintendent to study and plan for meeting post-high school educational needs of the community. His activities along these lines are outlined in other sections of this report.

3. Counseling Withdrawing Students

Exit interviews are conducted with day students at the time of withdrawal. Counselors recommend part-time programs to those students who can profit from them.

4. Proportion of Degree Students

No data is available on the proportion of students in extended day and adult classes working toward degrees.

5. Counseling

A counselor is available for scheduled appointments two evenings each week. Additional counselors are on hand during registration periods for students enrolling in the evening session.

F. Summer Session

1. Existing Program

A six-week summer session is held each year. Class hours are scheduled so that this session is the equivalent of one semester. Classes are held both day and evening.

2. Students Served

The summer session serves continuing students, recent high school graduates and a number of students who attend college elsewhere during the regular academic year. The summer session offers basically the same courses, and in the same ratio of academic to vocational courses, as the regular sessions. Courses offered ultimately are chosen in response to student registration and instructor recommendation. A special summer theatre workshop program has attracted many community residents who might not otherwise have attended.

G. Meeting Special Student Needs (See Section on Disadvantaged Students)

1. Encouraging Enrollment by Disadvantaged Students

a. Counseling. A counselor has been assigned to each high school in the district to meet with individual students and answer questions about the college. These counselors make regular visits to the high schools. The Counseling Department publishes a house organ called the "Roadrunner Report". Copies of this publication are sent to the high schools periodically containing information about scholarships, work-study programs, placement opportunities, etc.

b. Tutorial Society. The Tutorial Society was organized by a group of students in 1967-1968 to aid high school students with educational deficiencies. Student volunteers provided tutoring for individual high school students and encouraged them to continue their education at Rio Hondo. The Committee for the Advancement of Mexican American Students (CAMAS), a student group, assumed much of the responsibility for tutorial services in 1968-1969.

c. In the spring of 1969, an experimental program was initiated which provided counselors who were available evenings in the community to give advice and encouragement to those who otherwise might not have been aware of college offerings. The program was developed in cooperation with high school counselors who work with minority students.

d. A special college orientation program for high school seniors has been developed for 1969-1970. The program provides for 10 three-hour orientation sessions on the college campus for economically or culturally disadvantaged students who have college potential. This program was developed cooperatively with high school counselors in charge of programs for these students and they will choose the students for the program.

e. A new position of Administrative Assistant to the President for Special Projects will be staffed in 1969-1970. One of the responsibilities of the person in charge will be recruitment of disadvantaged students.

f. Through the cooperation of adult school counselors we have sent personal letters and college information to students who graduated last spring from area adult programs. We also have received approval for our counselors to visit adult schools each semester 1969-1970.

2. Programs for Students Who Need Special Help

a. Scholarships. A substantial number of scholarships, grants, and loans are available to provide financial assistance to students. A Scholarship and Loan Committee screens applicants, makes awards, and conducts a promotional campaign in the community to obtain additional funds. Scholarships available are listed in the College Catalog. Under a plan initiated in 1968-1969, all monies received from campus traffic fines are allotted to the Scholarship and Loan Committee. These funds, granted by the student body, are budgeted 80 percent for grants and 20 percent for loans.

b. Special Courses. A number of remedial and refresher courses are offered for students who wish to develop special skills or explore particular areas:

English 52	Principles of Good English
English 53	Fundamental Reading and Spelling Skills
English 54	Effective Study Methods
English 55	Reading Improvement
English 56	Vocabulary Improvement
English 75	English for the Foreign Born
Mathematics 50	Elementary Algebra
Mathematics 51	Plane Geometry
Mathematics 66	Arithmetic for College Students
Music 2	Introduction to Theory of Music
French 25	French Composition
Chemistry 2	Introduction to Chemistry
Government 51	Introduction to Government
Psychology 20	Psychology for Self Analysis

A Reading Laboratory is available as a supplement to English 55.

c. Special Programs

College Work-Study Program - Partially funded by the federal government under the Economic Opportunity Act, the Work-Study Program provides campus jobs for students who qualify under the poverty criteria. Approximately 135 students participated in the program in 1968-1969.

Operation Mainstream - Offered in cooperation with the local Community Action Council, the program provides for a combination of work experience and classroom instruction.

Summer Crash - Also a program for students from poverty level families, Summer Crash offers campus jobs for those enrolled in summer courses.

The college also is a cooperating agency in the Manpower Development Training Act individual referrals program and the Work Incentive Program.

Proposals have been submitted for funding under Operation Talent Search which would provide a full-time counselor to recruit students from poverty areas and for Vocational Education Act, Neighborhood Youth Corps and additional MDTA programs.

The Dean of Vocational Education serves as a member of the Board of Directors of the local Community Action Council and is thus well-informed on federal programs in which the college can serve.

H. Course of Study Outlines

Course outlines for all courses are on file in the Instruction Office.

RESPONSE TO RECOMMENDATIONS BY PREVIOUS ACCREDITATION TEAM

II. CURRICULUM

A. Curriculum Development

The nine faculty members of the Curriculum Committee should be as representative of all the areas as is possible. (Two members from the English Department presently are serving on this committee.)

The Curriculum Committee currently includes one faculty member from each department.

There is evidence which suggests that a comprehensive study is needed to plan and provide a more effective occupational training program. All relevant occupational-vocational-technical specialties should be studied and represented. The college must have reliable information upon which to justify the extension of its offerings and its expenditures in the various occupational areas. The utmost care in the investigation and research into the actual occupational-vocational-technical needs of the area students must be taken in determining the master plan to insure the most efficient use of educational funds.

A study of the present occupational programs has been conducted in cooperation with the adjoining junior college districts in order to make a long range projection of vocational curriculum planning. Under this cooperative agreement with other colleges Rio Hondo has assumed responsibility for providing comprehensive programs in Registered Nurse Refresher, Police Science, Automotive Technology, Fire Science, and Quality Technology. Programs under development are Culinary Arts, Physical Therapist Assistant, Dental Hygenist and Criminal Justice.

The Dean of Vocational-Technical Education has participated in planning meetings with Comprehensive Area Manpower Systems, Office of Economic Opportunity, Manpower Development Training Act, State Department of Employment, and other regional manpower agencies. These meetings provide information about community and area needs for occupational education.

Thirty-four advisory committees meet regularly with the Vocational Education Staff to review, evaluate, and recommend vocational programs.

The Curriculum Committee should continue to exercise care to insure that new departmental courses which carry transfer credit are equated with similar courses in the lower division at the university and appropriate state colleges.

The articulation and transferability of new courses is studied carefully by the Curriculum Committee in its consideration of new course proposals. The committee plans to revise the Course Change Form to include more definitive information about articulation than that previously required.

B. Program of General Education

It is recommended that there be lists of courses in the catalog which are recommended to fulfill the objectives regarding development of personal values, community responsibility, and basic skills. For example, what courses will satisfy the "Expression of a creative activity and appreciation of the creative activities of others" under "Development of Personal Values?"

Although no action has been taken on this recommendation, it has been referred to the Curriculum Committee for action in 1969-1970. The General Education Committee also is studying this matter.

C. Education for Transfer

For transfer students, it is recommended that faculty advisement at the departmental and classroom level be given serious consideration as an adjunct to the present counseling service. Such an arrangement could prove to be stimulating to both student and teacher.

Faculty advisement has been discussed extensively by the Academic Senate, the counseling staff and other college groups. No formal plan has been implemented, but faculty do participate in advisement now. The President of the College has proposed that the first week of each semester be set aside for student orientation and faculty advising. This recommendation will be studied in 1969-1970.

The establishment of a procedure which will assist in the analysis of the success of transfer students is needed.

A limited study of the success of transfer students was made in 1968-1969. Study results do not appear to offer a significant basis for future program modification. The study will be available to the Accreditation Team.

D. Vocational-Technical Education

Attention should be given to placing responsibility for the direction and effectiveness of all certificate or degree occupational programs in one college office.

The basic responsibility for the certificate and degree occupational programs is in the Vocational-Technical Department. The chief exceptions are the programs offered by the Business Education Department.

Early consideration should be directed toward a comprehensive survey of present and future district needs to provide vocational-technical training of *value to the communities served, and for timely effective administrator, coordinator, and faculty staffing to meet and support the training programs.*

The day-to-day responsibilities of operating existing programs has not permitted a comprehensive survey of present and future needs for vocational-technical education.

A study of area high school vocational education programs, however, has been conducted and evaluated by the Dean of Vocational Education and the high school vocational education curriculum specialist.

The Dean also has attended monthly area planning meetings and numerous special meetings related to determining present and future district needs.

In the development of occupational curricula, early, continuous, and complete information on plans and progress should be transmitted to all segments of the college that may be concerned.

Attempts are made continuously through meetings of departments, Curriculum Committee, Department Chairmen, and President's Cabinet to communicate information about occupational curricula.

Research and counseling and guidance personnel should seek ways to strengthen student understanding, acceptance, and selection of junior college vocational-technical programs as realistic and achieveable occupational objectives.

A counselor is assigned to the vocational-technical area. He attends meetings of the department and works closely with their personnel. It is also his responsibility to counsel students who indicate an interest in vocational subjects and to handle referrals from other counselors who recommend students for vocational-technical programs.

In order to develop a closer working relationship with the Vocational-Technical Department, the college counseling staff has met frequently with representatives of these areas.

It is strongly recommended that faculty understanding and acceptance of a reasonable balance between occupational and transfer programs and curricula be pridefully maintained.

A number of channels of communication have been used to increase general faculty understanding and acceptance of vocational-technical programs. Special articles have appeared in the student newspaper and in the local press. Student achievements and awards have been publicized in the internal news letter and in presentations at Board of Trustees Meetings. Meetings also have been held with the counseling staff and a vocational-technical counselor works closely with the department.

A real effort has been made by the vocational-technical staff to ensure that courses offered will be recognized as applied arts electives for transfer to state colleges.

As a means of securing institutional support and understanding of vocational-technical programs, the Curriculum Committee reviews all regular and short course proposals in the vocational-technical area.

E. Adult Education

A written policy outlining the responsibilities of high school "classes for adults" and college graded classes should be developed in cooperation with all districts concerned. Such a policy would help to prevent duplication of effort and competition for students.

A written policy outlining the allocation of responsibilities between the secondary school districts and the junior college has been adopted and is in effect. It is discussed in Section E-1.

Consideration should also be given to the development of a framework within which the college will initiate and offer appropriate ungraded classes and thereby extend the educational services provided by the college.

The agreement made with the secondary schools, at their insistence, was that the college would not offer ungraded classes except for those in mutually agreed areas.

F. Meeting Special Needs

As a means of assisting in the identification of special needs and the development of appropriate responses by the college, it is suggested that consideration be given to the establishment of a junior college-high school coordinating body which would include junior college faculty members, to study and make recommendations relating to student needs in this area.

A number of efforts are made to communicate with the high school regarding student needs. Counselors visit high schools regularly and participate in the Whittier Area Guidance Association. Faculty members work with their high school counterparts in many subject area professional organizations. The Dean of the Evening Session meets regularly with Adult School administrators.

Special efforts in 1968-1969 included numerous meetings with high school coordinators of programs for economically disadvantaged students to plan our special orientation program next year and to coordinate efforts on our program for offering counseling services throughout the community.

When appropriate, the attention of advisory committees should be directed to the college's responsibility in this area.

Advisory committees are made aware of the college's responsibility to provide services to students with special needs.

The College should continually study its service area to identify whether there are particular groups which have educational needs that can appropriately be met by a junior college.

Reference is made throughout this report to continuing efforts of the College to search out ways in which we can meet educational needs.

G. Course of Study Outlines

Course of Study Outlines should be prepared for all courses now being offered or being planned for the 1967 fall semester (e.g., the R.N. Refresher Course, all drafting courses, and complete catalog sequences in electronics and quality control.)

Course Outlines have been prepared for all courses offered.

All instructors, day and evening, should have copies of Course of Study Outlines for classes they teach.

Course of Study Outlines should be available to all part-time instructors (day or evening) as well as to regular contract instructors.

Course Outlines are available from the Instruction Office for all instructors requesting them.

RECOMMENDATIONS OF THE RIO HONDO COMMITTEE ON CURRICULUM

1. Additional advisory committees, similar to those formed for each of the vocational-technical programs, should be set up to make recommendations about programs in the academic areas. Areas in which there is particular need are business, pre-dental, pre-medical, and pre-legal.

2. A comprehensive survey should be made of the residents of the college district to determine the relative numbers of potential students in various economic and social classifications. The purpose of the survey would be to determine whether we are overlooking some segments of the population of the district in our curriculum offerings and planning. This survey could be made by faculty members as a summer project.

3. More short-term training programs are needed in our vocational programs. The area has a need for daytime adult occupational training where skills required for specific jobs can be learned. There is also a need for evening classes to supplement apprenticeship training in various occupations.

4. There is a need for more explanatory material about our courses than is found in the catalog. For example, there should be lists of classes meeting general education requirements; there should be some indication of which classes are transferable; there should be an indication of which classes are remedial in nature, etc. This recommendation is in agreement with, and supplemental to, the recommendation made under "Program of General Education" by the previous Accreditation Team. (This matter is now under study by the General Education Committee.)

5. More counselors are needed for the evening session. The current practice is to have only one counselor available two nights per week.

6. The committee recommends strongly that interdisciplinary courses be developed for the general education program, and that more emphasis be placed on getting students to take them. Additional general education requirements for graduation should be considered. (This matter is now under study by the General Education Committee.)

7. A complete statement of the procedure for changing a course or proposing a new course should be placed in the Faculty Handbook and made available to the students via the student government.

*8. A handbook, or guide, with complete instructions on how to fill out the Course Change Form and how to write a Course Outline should be written and made available to faculty members and students in the Instruction Office. (An ad hoc committee of the Curriculum Committee has prepared a revised guide for consideration in 1969-1970.)

*9. The course change procedure should be modified to call for coordination by the Instruction Office. In the event that a course change proposal is made

* These recommendations already have been transmitted to the college Curriculum Committee.

without the collaboration of the appropriate department chairman, it should be sent to him with a specified time limit for his response. The Instruction Office would also notify all interested parties of the action taken on a course change proposal by each agency in the sequence.

*10. The Course Change Form should be modified to include the following:

More complete information on the transferability and articulation of the proposed course.

Complete information of all costs of the proposal, including instructor time, facilities and equipment.

Explicit statements that approval by the department chairman means either that a qualified instructor is available to teach the course or that an instructor must be found before the course can be offered. Approval by the Executive Council is a commitment that the course will be scheduled at the session or sessions listed on the form if it is at all possible. Approval by the Board of Trustees is a commitment to provide the additional facilities or equipment specified on the form as needed for offering the course.

*11. The Curriculum Committee should attempt to define the term "curriculum" and should examine all college offerings in the light of their relevancy in today's society.

*12. The Curriculum Committee should examine rigorously the general education offerings in light of the greater autonomy in this area given community colleges by state colleges.

*13. The Curriculum Committee should study flexible plans for scheduling summer sessions. Consideration should be given to one 12-week session, two 6-week sessions, one 4-week session, one 6-week session, etc.

*14. The Curriculum Committee should examine possibilities for offering more late afternoon classes, Saturday classes, etc.

15. The following recommendations of the previous Accreditation Team should be implemented: 1) "The establishment of a procedure which will assist in the analysis of the success of transfer students is needed;" 2) "As a means of assisting in the identification of special needs and the development of appropriate responses by the college, it is suggested that consideration be given to the establishment of a junior college-high school coordinating body which would include junior college faculty members, to study and make recommendations relating to student needs in this area;" and 3) "For transfer students it is recommended that faculty advisement at the departmental and classroom level be given serious consideration as an adjunct to the present counseling service."

**16. The evaluation of curriculum and instruction requires information in detail on how well students have been prepared for future work or study by college

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* These recommendations already have been transmitted to the college Curriculum Committee.

**These recommendations were developed at the Faculty-Administration-Board Retreat for inclusion in the report.

courses. Such information is not now available or readily obtainable. It is recommended that a statistician be hired to compile and distribute such information to the appropriate departments.

**17. The achievement of students in summer session and evening session should be measured and compared with the achievement of day students to determine the relative effectiveness of the regular program and the evening and summer programs. These comparisons should be used to stimulate appropriate corrective measures if they appear to be needed.

**These recommendations were developed at the Faculty-Administration-Board Retreat for inclusion in the report.

III. INSTRUCTION

A. Staff

1. Faculty Organization and Internal Communication

The day session faculty at Rio Hondo Junior College spring semester of 1968-1969 included 155 full-time certificated personnel and 13 part-time. Evening session faculty included 34 members of the regular day staff and 100 part-time instructors. Comparable statistics for 1969-1970 will be available at the time of the visitation.

The faculty includes administrators, department chairmen and coordinators, counselors and instructors. The teaching faculty is organized by departments. The College Catalog indicates the department to which each instructor is assigned. Some instructors are assigned to more than one department.

Internal communications between staff members are channeled through several means. Each staff member is assigned a locked mailbox through which he receives bulletins, notices, newletters and other inter-office mail. Envelopes labeled "Campus Mail" are provided for such service. Direct communication between staff members is possible through department meetings, committee meetings, conferences and retreats. A complete network of in-school telephones also offer direct contact between staff members. A central bulletin board is located opposite the mailboxes and others are in department offices. The "Rio Hondo Reporter," an internal newsletter, is published periodically throughout the year. Minutes of the Academic Senate and the Faculty Association are distributed to the entire faculty.

2. Professional Renewal

Instructors and administrators are encouraged to maintain and increase professional competence through conference attendance, academic studies and other professional activities. Board policy provides that instructors must show evidence of professional growth in order to advance on the salary schedule. Board policy also requires an annual written report which is subject to approval by the Superintendent-President.

Incentive for professional renewal also is provided through a program of Instructional Development Grants offered through the President's Select Committee on Curriculum and Instruction. The Committee also is planning to establish a professional reading library in 1969-1970.

3. Standing Faculty Committees

Rio Hondo Junior College has ten standing faculty committees. Membership on these committees is by the staff member's choice. Members of standing committees generally serve for three years with one third of the membership appointed each year. The chairman generally is chosen from faculty serving their third year. Appropriate administrators and/or department heads serve as permanent members of the committees. At least one student member also is appointed to each committee. Standing committee meetings are open.

a. Curriculum Committee

This committee considers and makes recommendations regarding proposals which effect the curriculum. Three permanent members are the head librarian, the Administrative Assistant to the Vice President of Academic Affairs and the Dean of Vocational-Technical Education. The committee is directly responsible to the Vice President-Academic Affairs. It meets monthly with additional meetings as needed.

b. Library Committee

The purpose of this committee is to consider and make recommendations regarding the development and use of library services. It seeks to promote effective liaison between faculty and library staff. Permanent members are the Vice President of Academic Affairs and the head librarian. The committee meets as needed.

c. General Education Committee

This committee considers the development of interdisciplinary courses and works closely with the Curriculum Committee in subsequent recommendations. It also works with the Library Committee in helping to select materials on general education. The Vice President of Academic Affairs is a permanent member. The committee meets as needed.

d. Student Personnel Services Committee

The purpose of this committee is to review and recommend revisions in rules and regulations regarding student services. It is responsive to student petitions in the areas of services and admissions. The Dean of Student Personnel and the head counselor serve as permanent members. The committee meets as needed.

e. Evening Session Committee

The primary funtion of this committee is to serve as liaison between the day and evening programs. It coordinates day and evening curriculum offerings, procedures and instruction. The Dean of the Evening Session and the Dean of Student Personnel are permanent members. The committee meets as needed.

f. Scholarship and Loan Committee

The primary function of this committee is to consider and make recommendations regarding student applications for scholarships and loans. The Dean of Student Personnel and the Dean of Women are permanent members. The committee meets as needed.

g. Convocations and Campus Speakers Committee

The functions of this committee include the consideration of policies concerning convocations and campus speakers. It meets periodically with the corresponding committee of the Associated Student Body and includes at least two students in its membership. The Dean of Men is a permanent member. The committee meets as needed with the parallel committee of the Associated Student Body.

h. Bookstore and Campus Inn Committee

This committee serves as a vehicle for the consideration of problems involving the bookstore, food services and the student center. Permanent members are the Assistant Superintendent-Administrative Affairs and the Dean of Men. Two students also serve on this committee. It meets periodically with the corresponding committee of the Associated Student Body as needed.

i. Instructional Materials Committee

This committee coordinates the acquisition of audio-visual materials and their use. It seeks to promote the development of a functional learning materials center and a coordinated plan of educational media services. The Dean of the Evening Session, head librarian and the head of learning materials are permanent members. The committee meets as needed.

j. Community Services Committee

This committee seeks to promote, evaluate and coordinate community and campus activities not included in the regular instruction program such as recreational, educational, political and cultural events. Permanent members are the Dean of Vocational Technical and the directors of recreation, fine arts and publicity services. The student body commissioner of convocations meets with the committee. The committee meets as needed.

In addition to the above-named standing committees, there is also the President's Select Commission on Curriculum and Instruction. Its primary function is to promote and encourage improvement in the quality of instruction at Rio Hondo. It acts as an advisory council to the President in matters of curriculum and instruction. Membership is by appointment by the President and consists of the Administrative Assistant of Instruction, the Dean of the Evening Session, the coordinator of community services and four faculty members.

A number of ad hoc committees also are active. Among these in 1968-1969 was a committee to prepare an application for Title VI funds. In order to plan the orderly expenditure of these funds an "Educational Media Committee" has been organized under the direction of the Dean of Evening and Summer Sessions.

An Educational Services Committee also is active in planning and coordinating college efforts to expand services into the community. This committee, organized by the Dean of Evening and Summer Session, includes staff and faculty members as well as students and community representatives.

A similar ad hoc committee worked with high school representatives to plan a special college orientation program for high school students from culturally and economically disadvantaged homes.

The Academic Senate and the Faculty Association also have a number of active standing committees.

A Student-Faculty Relations Committee acts as a liaison group between the students and faculty. Members are appointed by the President of the Academic Senate and the Student Body President.

4. Faculty Meetings

Faculty meetings for day instructors are held at the opening of the year and as needed throughout the year. They are held to one hour's duration.

Faculty meetings for part-time instructors are held at the beginning of each semester. Additional meetings are called as needed.

Summer session instructors have one meeting prior to the opening of the summer session.

Agendas, information sheets and other materials used in faculty meetings during 1968-1969 will be available to the Accreditation Team.

5. Faculty Organizations

a. The Academic Senate

The Academic Senate represents the entire faculty. Its primary function is to make recommendations to the administration and governing board of the college with respect to academic and professional matters. Both permanent and ad hoc committees consider matters of policy formulation and implementation. Recommendations are submitted in writing to the President-Superintendent and/or the Board of Trustees.

Senators are elected from each department and as Senators-at-Large for three year terms.*

The Academic Senate meets regularly once a month and more often as needed. Its Executive Committee, consisting of the elected officers, also meets regularly with the President of the College.

The President of the Academic Senate and the President of the Faculty Association serve as regular members of the President's Cabinet.

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*The Academic Senate Constitution which describes specific procedures of the organization will be available to the Accreditation Team.

b. Faculty Association

The Rio Hondo Junior College Faculty Association is the local chapter of the California Teachers Association and the National Education Association. Its officers conduct most of the business of the Association. They are elected by the membership each spring and serve for one year.

Two regular meetings of the general membership are held annually, one in the fall and the other in the spring. Special meetings are called as needed.

c. Other Professional Organizations

Certain faculty members are affiliated with various other professional organizations such as the CJCFA, the AAUP and the NFACJC. Although there are no formally chartered chapters of these organizations, faculty representatives have been designated for some of them and membership dues may be paid by payroll deductions.

6. Relationship of Instruction to Student Aptitudes

Rio Hondo Junior College offers a wide variety of courses that attempt to meet the varying aptitudes and abilities of its students. Courses are provided which challenge students who have the qualifications to attend any college or university. Courses are also offered for those who are still searching for their academic identity.

Follow-up studies on transfer students, L.V.N. reports and employer evaluations are used as guides in evaluating instructional programs. Vocational-technical and police science maintain records of their graduates in order to better evaluate the effectiveness of courses and programs.

Instructors are dedicated to teaching at the lower division level and recognize this as their primary function. They are, therefore, highly student oriented and as such, constantly seek ways and means to improve instruction.

7. Student Probation

A student who enters from high school with less than 2.0 G.P.A. or a student whose G.P.A. falls below 2.0 at the end of any grading period is placed on academic probation for one semester.

A student whose G.P.A. drops below 1.75 for two consecutive semesters is disqualified from college for one semester. If the student returns, he must maintain a G.P.A. of 1.75 during his returning semester or he will be disqualified again at the end of that semester. All cases are handled on an individual basis and extenuating circumstances are considered before final disposition is made. When a disqualified student returns to school, he is counseled to explore other areas so that he might take courses best suited to his aptitude and interest.

8. Evaluation of Instruction

a. Administration

The Assistant Superintendent-Vice President of Academic Affairs visits instructors in classes and prepares a written evaluation. The number of visits follows this pattern:

First Year	Second Year	Third Year	Tenure
3 visits	2 visits	1 visit	As Needed

Following each visit the instructor and the Assistant Superintendent discuss the evaluation. After each has signed the evaluation, the instructor receives a copy and the original copy is placed in the instructor's confidential file in the Instruction Office.

b. Department Chairman

The department chairman visits each instructor in his department at least once during the semester and prepares a written evaluation. Following the visit, the Assistant Superintendent-Academic Affairs, the department chairman, and the instructor meet and discuss the evaluation. After all have signed the evaluation, the instructor receives a copy and the original is placed in his confidential file in the Instruction Office.

c. Students

Many instructors distribute rating sheets to their students at the end of a course and the students evaluate the instructors.

The Rio Hondo Veterans' Club is studying the effectiveness of a student evaluation returned by a random sampling of students. Although not tested for validity, student responses are tabulated and the results are published.

9. Stimulating Effective Teaching

a. Attendance at conferences, workshops, seminars, etc. is encouraged. The school budget allows certain sums of money to help defray expenses incurred by instructors attending such events. A new policy in this area is now under consideration.

b. Some departments provide an intra-departmental study program in which innovative instructional practices are reported and shared.

c. Board policy requires each instructor to submit to the Instruction Office a report of his professional growth for the past year. This includes credits earned in graduate education, travel, professional and technical reading, community activities, etc.

d. First-year instructors attend at least ten orientation meetings with the Assistant Superintendent-Academic Affairs. These sessions are designed to increase the new instructor's effectiveness as he learns of various services and procedures.

e. The library maintains a current selection of professional books and publishes lists of new acquisitions for each instructor. The learning materials laboratory encourages the use of available materials to prepare slides, transparencies, charts, etc. and assists instructors in ordering films and other teaching materials.

f. Instructors are encouraged to become involved in professional organizations of their respective disciplines. Technical educators are encouraged to return to the "field" to renew skills and keep current with changes.

g. Follow-up studies are done on former students by the counselors and certain departments, such as Vocational-Technical and Police Science. These studies serve to evaluate the effectiveness of selected courses and to suggest more effective instruction.

h. The Instructional Development Grants program and other activities of the President's Select Commission on Curriculum and Instruction are specifically directed toward the improvement of instruction.

B. Facilities

1. Present Facilities and Their Adequacy

Rio Hondo's plant facilities are now utilized at approximately 65% of capacity, though it nears 100% at peak hours. Some departments are already using areas originally assigned to other departments. Future growth and/or annexation of new attendance areas would create serious problems relative to available classrooms and instruction areas. The present day capacity is stated to be 6,222. Fall 1968 day enrollment was 4,220 students.

Projected enrollment is estimated to be 7,694 for fall 1977.* This represents a total of 1,472 students over capacity by 1977. (The June 1969 form BD-240, California Community College Governing Board, projects 7,417 students for fall 1977.)

The winter rain storms in 1968-1969 caused serious damage to the main campus (track and field) and the police science annex.

2. Plans for Expansion

Tentative plans now being considered to expand facilities include the following:

a. Construction of a third floor on the Administration Building to supply additional classrooms and faculty offices.

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* See "Meeting the Demands for Public Higher Education in California through 1977," The Coordinating Council for Higher Education, February 1969.

b. Construction of art laboratories, faculty offices, and additional lecture rooms.

c. Additional shower and locker facilities, faculty offices and lecture rooms for the men's and women's gymnasiums.

d. Completion of the existing fourth floor of the Library for expanded library facilities.

e. Completion of present vacant vocational-technical spaces to accommodate new programs.

f. Expansion of parking facilities.

g. Relocation of police science facilities, including a pistol range, on the main campus to replace storm-damaged college annex.

A copy of the college ten-year construction plans will be available to the Accreditation Team.

Consideration also is being given to modifications of the Business Education facilities to accommodate proposed curriculum revisions.

C. Library and Other Aids to Instruction

1. Annual Expenditures for Library for Past Three Years:

	1966-1967	1967-1968	1968-1969	Budgeted 1969-1970
a. Books and Pamphlets	$ 42,407	$ 59,305	$ 58,345	$ 55,000
b. Periodicals	3,000	3,845	4,000	4,200
c. Binding and Rebinding	2,000	3,013	3,010	3,000
Subtotal: Items a-c	$ 47,407	$ 66,163	$ 65,355	$ 62,200
d. Salaries of Personnel (Including part-time and student assistants)	65,022	103,995	129,185	130,634
e. Supplies and Equipment (Excluding costs of maintenance and operation)	14,211	58,082	56,143	42,035
TOTAL: Items a-e	$ 126,640	$ 228,240	$ 250,683	$ 234,869

2. Staff - (Full-Time Equivalents)

a.	Credentialed staff	4
b.	Non-credentialed staff	1
c.	Assistants, non-credentialed, other than students	6
d.	Student assistants	7
e.	Total library staff	18

3. Number in Present Collection of Library Materials

Approximate number as of January 1, 1969

a.	Books	33,141
b.	Periodicals	499
c.	Other types of materials:	
	Pamphlets	4,954
	College Catalogs	415
	Records	575
	Films	208

4. Book Selection Procedures

Books are selected by librarians and instructors from the following sources: professional book reviewing media; journals from various disciplines; bibliographies from professional library and subject area organizations such as American Library Association, U.S. Department of Health, Education and Welfare; National Council of Teachers of English, AAAS. Instructors submit lists of needed materials with new course outlines and throughout the year as appropriate. The basic criterion is whether or not the book would be useful in our curriculum.

5. Adequacy of the Library

The library facilities are adequate for the present student enrollment. Present capacity for student seating in reading rooms - 400.

Stack space on one floor allows for 45,000 volumes. An additional floor provides for expansion to 100,000 volumes.

Reading rooms are located on two floors as well as study carrels in the stacks. Special rooms for typing, micro reading and group study are available. Listening and viewing facilities are in the lower level Educational Media Center.

Accessibility - The library is located midway between the upper and lower building levels and adjacent to the two largest classroom buildings, administration and science. A bridge connects the library to the second floor of the Administration Building where Social Science, Humanities and English classes are held.

6. Library Usage

Orientation of new students is held during group counseling. Slides are shown and maps of the building, regulations and an outline of the classification system are distributed. On request, librarians visit classrooms to explain materials useful to projects being assigned. The Head Librarian and the Educational Media Specialist meet with new instructors as a part of the orientation program. Individual classes also visit the library for orientation and instruction.

Circulation - Average monthly circulation October-December, 1968.

Books	2,384
Periodicals	1,600
Pamphlets	54
Records	258
Reserve Materials	462
College Catalogs	259
Student ID Cards Issued First Semester 1968-1969	1,725

Graphic Arts Production - October-December, 1968

Transparencies	727
Copy Work	6,955 pages
Signs Printed	619

Carrels in Educational Media - 1,097 students used the carrels October-December, 1968. This was prior to the reading laboratory carrels being installed.

The library is open 60 hours per week.

Monday - Thursday	8 a.m. to 9 p.m.
Friday	8 a.m. to 4:30 p.m.

Police Science Cooperative Film Library - We store and book police training films for 25 police departments. Each department contributes one film each year. For this service, we have unlimited use of the films for our police science program.

7. Loan Procedures and Privileges

Catalog - Book catalogs are available in all departmental offices and throughout the library. This replaces the card catalog which was available in only one location.

IBM - Circulation of books is by the IBM 357 system. This eliminates considerable filing and reduces the chance of error. It opens possibilities for utilization studies to assist in book purchasing and the instructional programs.

General Collection	14 days (14-day renewal)
Reserve	Overnight, 3-day, 7-day or library use only, depending upon the material
Faculty	14 days (longer upon request - some are semester loan)
Reference	Library use
Pamphlets	7 days
Periodicals	Library use only

No fines are charged. Students are contacted by telephone for overdue materials. Lost books must be paid for prior to the next registration period.

Departmental Stored Materials - Approximately 1,091 books are on loan to departmental offices. Periodicals necessary to laboratory use are also in departments.

8. Hours and Days Library is Open (see 6. above)

9. Audio and Visual Aids

Audio-visual materials are a part of library services. The Educational Media Center is on the lower level of the library building for easy access to shipping and receiving. The facility includes:

a. Shipping, receiving and maintenance area

b. Booking and office area

c. Equipment and materials storage

d. Listening and viewing facilities

e. Graphic arts area

f. Photography laboratories

g. Recording studio

h. Reference research center

The graphic arts, photography and recording areas are being equipped as budget permits. An HEA Title VI application has been submitted to supplement district funding.

Equipment available to the faculty for classroom use includes:

a. 16 mm projectors

b. 8 mm projectors

c. Slide projectors

d. Record players

e. Tape recorders

f. Filmstrip projectors

g. Overhead and opaque projectors

The major part of the equipment is stored in departmental offices as close to the greatest usage areas as possible. Additional equipment is available in the Educational Media Center.

Future - Conduit was installed under the entire campus for development of closed circuit television at a later date.

Assistance to Faculty - An Educational Media Specialist is available to assist instructors in planning and using aids for teaching.

In 1968 filmstrips, slides, tapes and records originally housed in the Educational Media Center were transferred to departments for easier access by instructors. The small amount of duplicate material needed costs less than the clerical and instructional time involved in central circulation.

RESPONSE TO RECOMMENDATIONS BY PREVIOUS ACCREDITATION TEAM

III. INSTRUCTION

A. Instructional Staff

Faculty load in terms of over-all equity and balance should be reviewed. The administration and faculty should cooperatively develop more definitive teaching load guidelines.

The Academic Senate has a committee which has been authorized to study problems of faculty load. The committee is cooperating in a detailed survey by an instructor at Mt. San Antonio College with the understanding that the results will be available to Rio Hondo. A comprehensive method for measuring teacher load in junior colleges has been published by C.T.A. and is also under study as a possible evaluation instrument.

Development of a more systematic in-service training program for new staff members is also recommended, particularly in view of the college staff's rapid rate of growth.

A more systematic in-service training program for new staff members has been accomplished through a regular program of ten in-service training sessions with new instructors. (See A-9.)

B. Facilities

It is suggested that faculty members be involved as fully as possible in planning any additional instructional facilities which may be needed.

It appears the departments concerned have been consulted but often it has been a complaint session rather than a planning session. The faculty will be consulted in planning all new construction.

More direct pedestrian access from the main part of the campus to the physical education center should be provided.

A walk from Putnam Center down the hill toward the Physical Education area has been constructed to provide better access to the P.E. area.

C. Library and Other Aids to Instruction

A constant effort should be maintained to increase the annual budget for library accessions. While comparing favorably with other good California junior college libraries, the total number of volumes does not yet meet the recommendations of the American Library Association for the college's present enrollment.

Within the limits of the total college budget, we have attempted to increase the budget for library accessions but we have been unable to do so.

In 1966-1967, budget allowed $45,407.
In 1967-1968, budget allowed $63,150.
In 1968-1969, budget allowed $62,345.
Requested 1969-1970 budget is $55,000.

It is recommended that the work load of certificated librarians be reviewed. The present assignment of 40 hours per week, plus other professional demands which are made of librarians, may be somewhat excessive.

The work load of certificated librarians has been reviewed and no action ha been taken on the above recommendations.

Because of the spaciousness of the library, built to care for a much larger future student enrollment, the present professional staff is inadequate to properly supervise all areas of the library. Student helpers are now assigned responsibilities of supervision. It is recommended that the effectiveness of this practice be studied.

Eight hours a week additional professional librarian services have been added for 1969-1970. All evening work will be on extra pay basis in 1969-1970.

RECOMMENDATIONS OF THE RIO HONDO COMMITTEE ON INSTRUCTION

1. A study needs to be made of the audio-visual facilities relative to their availability to instructors in preparing classroom materials. Perhaps this is more of a problem of how to encourage instructors to avail themselves of the opportunities already there. How do they find time to do this sort of work? Who will help them in designing and preparing suitable teaching aids?

2. Physical facilities in the lower level of the library for the remedial reading program do not provide the quiet atmosphere required. The light level in this area is also below minimum standards. It is recommended that this situation be studied and that the facilities be brought up to necessary standards.

3. More effort is needed to encourage instructors continually to seek ways and means to upgrade their teaching proficiency. They need more encouragement to attend conferences, to be involved in workshops, and to take additional course work in their respective disciplines.

4. There is a need for a re-evaluation of the entire system of standing committees. Many faculty members have expressed the belief that many standing committees of the college are not useful.

5. There is a real need for both administrators and instructors to study ways of alleviating mutual distrust and improving relationships.

6. It is strongly recommended that additional access walks and stairways be provided for more efficient movement of both students and faculty. Sidewalks are needed along roadways to provide adequate pedestrian safety. The steps from the faculty parking lot to the administration building are far too narrow and steep for safe travel. It is recommended that more walkways be provided from student parking lots on both sides of campus to insure efficient and safe passage of personnel.

7. The present system by which faculty members request books for the library needs re-study. Instructors report that they are unable to get books under the existing system.

8. The committee recommends a study of personnel practices in the library. Student helpers are still being used as supervisory personnel. There is a need for an additional half-time librarian.

IV. STUDENT PERSONNEL SERVICES

A. Organizational Chart follows on page 59.

B. Counselor-Student Ratio

The student personnel staff consists of the Dean of Student Personnel, Dean of Men, Dean of Women, Head Counselor, Nurse, Placement and Financial Aids Counselor and four full-time counselors.

The peak enrollment is approximately 4,200 day students, and the ratio is 1-767. This ratio was determined by including only that portion of a counselor's time devoted to individual and group counseling. Time assigned to student activities, registration, placement, financial aids, health services, evening counseling, and administration was not included.

C. Specific Services

1. Information for New Students

The student personnel staff attempts to communicate the image of the college and to provide personalized attention and service. In order to coordinate these efforts for in-coming high school students, each counselor is assigned one or more district high schools. It is the counselor's responsibility to keep in close touch with the schools and visit each at least twice a semester. He becomes acquainted with high school counseling personnel and he often attends high school counseling staff meetings.

Counselors speak to student and parent groups. College Catalogs, class schedules, testing information and dates, and the "Rio Hondo Roadrunner Report to Counselors" are distributed at these group meetings.

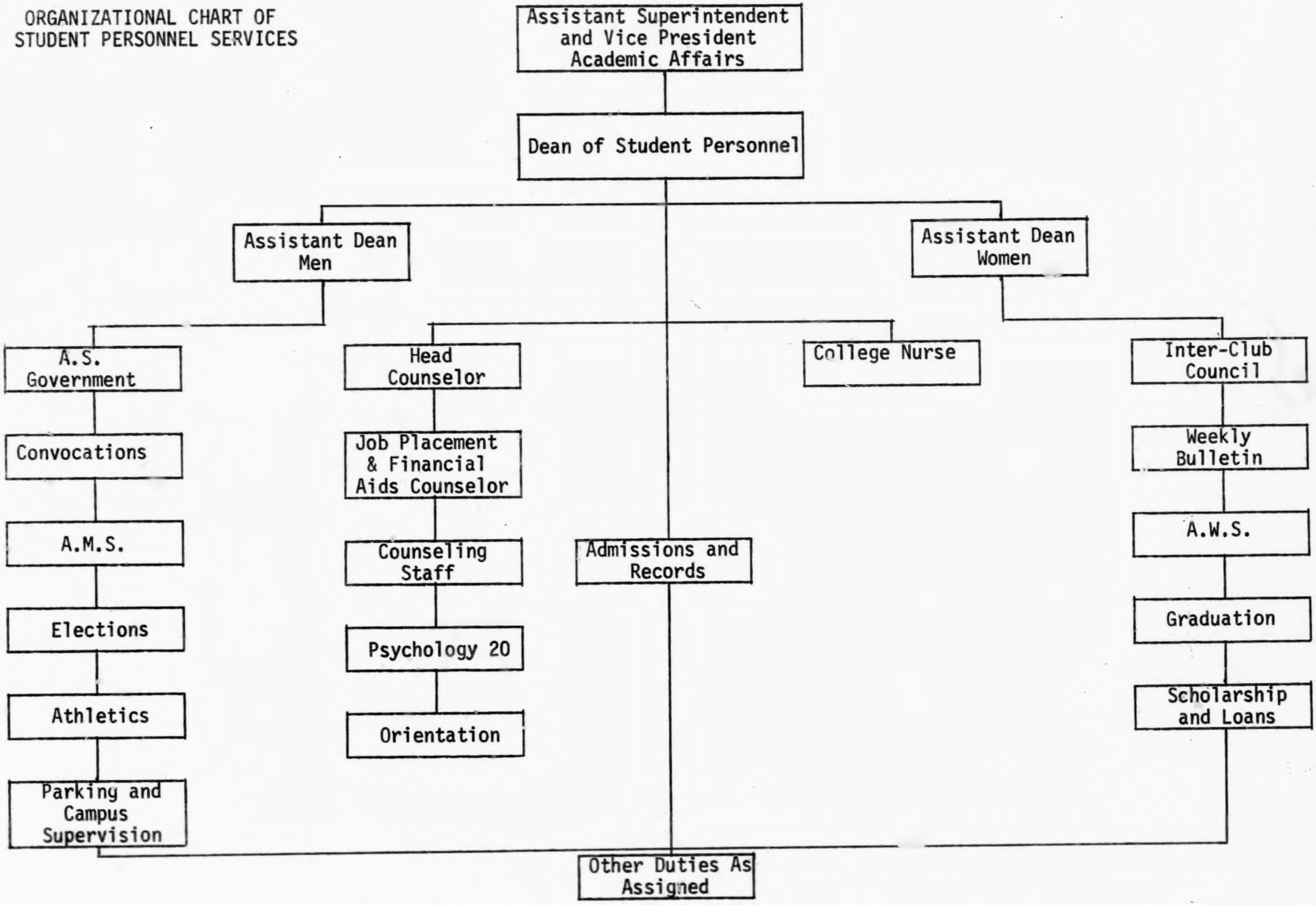
In the spring a luncheon on the college campus honoring high school counselors provides an opportunity to discuss mutual concerns. A tour of campus facilities, visits to departments and discussions with faculty members are included in the program.

2. Educational and Vocational Planning

The SCAT Test is required for admission to the college. Students planning to enroll in English are assisted in choosing the appropriate English class by a review of the Co-op English Test scores. The Toledo Chemistry Placement Test is also available as a guide for Chemistry class placement.

During the summer, small groups of entering students visit the college for orientation and program planning. Continuing students already have seen individual counselors, usually during the spring semester. Students may make individual appointments at any time.

ORGANIZATIONAL CHART OF STUDENT PERSONNEL SERVICES


Assistant Superintendent and Vice President Academic Affairs
Dean of Student Personnel
Assistant Dean Men
Assistant Dean Women
A.S. Government
Convocations
A.M.S.
Elections
Athletics
Parking and Campus Supervision
Head Counselor
Job Placement & Financial Aids Counselor
Counseling Staff
Psychology 20
Orientation
Admissions and Records
College Nurse
Inter-Club Council
Weekly Bulletin
A.W.S.
Graduation
Scholarship and Loans
Other Duties As Assigned

The staff encourages student use of the occupational information files in the Job Placement Office and auxiliary materials in the Counseling and College Libraries. Vocational testing (e.g. Strong Vocational Interest, Kuder Preference) and interpretation of such testing is available.

Speakers representing vocational and professional disciplines visit the campus during the year to provide additional employment opportunity information.

A two-unit course, Psychology for Self-Appraisal, is offered students who wish an in-depth exploration of their needs and goals. Each counselor conducts a section of this class.

3. Orientation

During the summer advisement and orientation counselors present basic information about the college and its offerings. The library staff presents a review of available materials and audio-visual equipment. A library brochure, student handbook, College Catalog, Program Planning Booklet and other relevant printed materials are distributed.

During registration, counselors are available for consultation.

As the semester begins, both new and continuing students are encouraged to participate in extra-curricular activities.

4. Goal Planning and Personal Development

The student personnel program attempts to structure the appropriate climate, experiences, and facilities for the intellectual, psychological, social, and physical development of each student.

Special courses designed to increase reading speed and comprehension (Eng. 55), improve study methods (Eng. 54), review mathematics (Math 66) and English and spelling (Eng. 53, Eng. 52, Eng. 50, Eng. 56A, Eng. 56B) are often suggested to students who desire improvement in these areas.

Student's test scores (California Test of Mental Maturity, School and College Aptitude Test, Iowa Tests of Educational Development, College Aptitude Test) and high school grades are used by counselors to assist in goal and program planning.

Students on academic probation are encouraged to see their counselors often.

Counselors are available to assist students with personal problems or to make referrals. Counselors also try to help the student in his search for identity and in his development of self-discipline, self-evaluation, and competence in decision making.

5. Transfer Counseling and Continuing Education

Students are encouraged to visit four-year colleges and other schools which may be of interest to them. Counselors assist in the interpretation of transfer requirements and the use of college catalogs. Representatives of four-year colleges visit Rio Hondo Junior College and talk to prospective transfer students.

Information is also provided for students wishing to enter such programs as VISTA, the Peace Corps, and military service.

6. Housing, Financial Aid, and Health

A new full-time position, Placement and Financial Aids Counselor, will be implemented in 1969-1970. The new office will handle on and off campus job placement, vocational information, the college Work-Study Program (EOA), housing information, all loans, scholarships and grants, and related programs. In the past the placement and work-study coordinator has been on a part-time basis.

In addition to scholarships and loans listed in the College Catalog, a unique program was initiated last year under which money from campus traffic fines is used for student grants (80%) and loans (20%).

The Health Office, staffed by a full-time R.N., is open to students for health services, emergency treatment, consultation and referral.

7. Institutional Research

The counselors evaluate students' permanent high school records in order to assist the students with program and goal planning. Testing results are similarly used by the counselors.

Day students who withdraw from the college are required to have an exit interview with a counselor. Data on reasons for withdrawal is being accumulated for further evaluation.

Counselors and teaching faculty share pertinent data concerning students.

The members of the student personnel staff are affiliated with appropriate professional organizations and are engaged in utilizing research results toward professional growth.

A follow-up study of Rio Hondo graduates in attendance at four-year institutions was completed in 1968-1969 and will be available to the Accreditation Team.

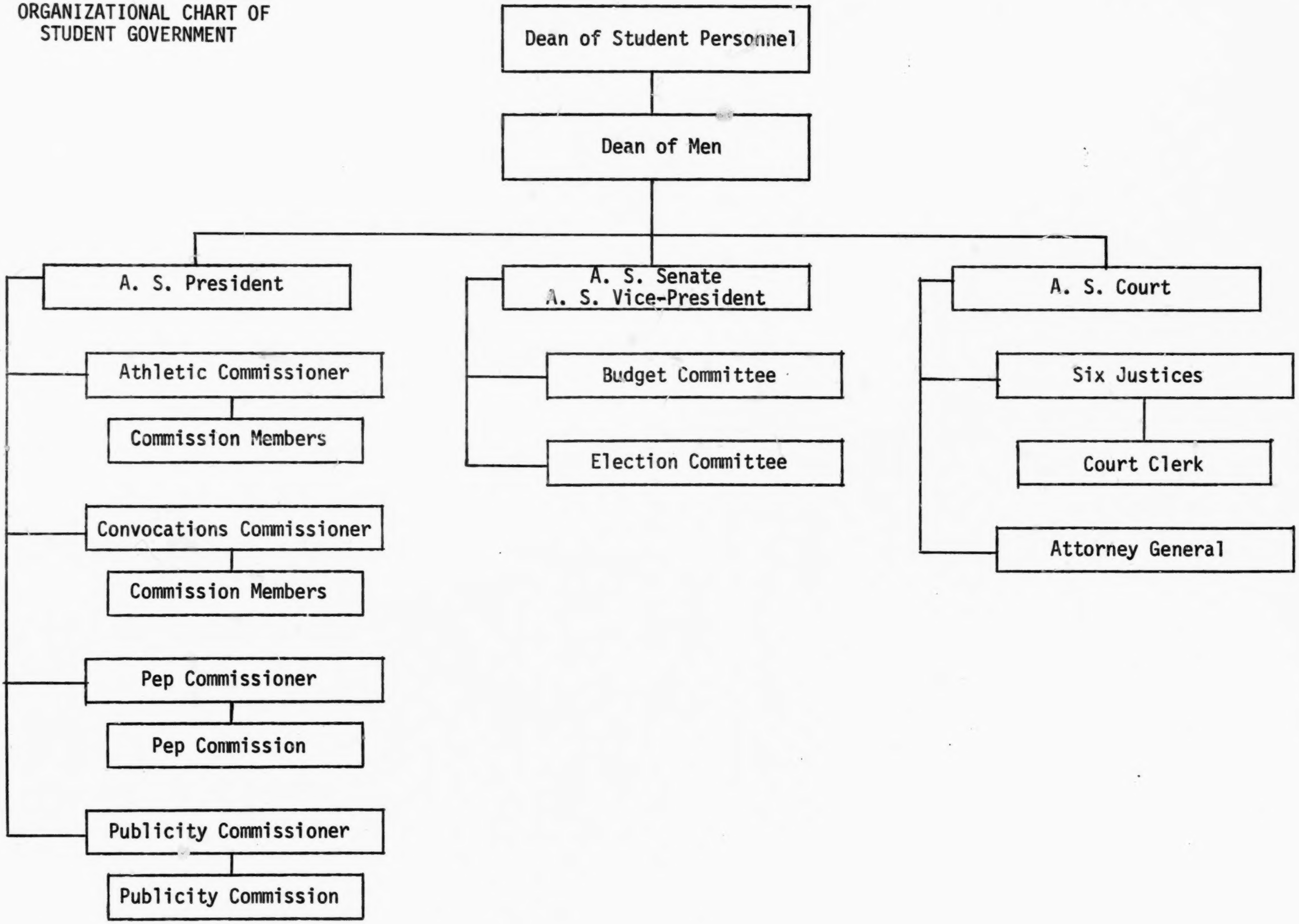
D. Associated Student Organization and Functions

1. Student Government

The Associated Students are organized in a tri-partite system: executive, legislative, and judicial. (See chart on page 62)

Student body officers are President, Vice-President, Secretary and Treasurer. The President, with the advice and consent of the Senate,

ORGANIZATIONAL CHART OF STUDENT GOVERNMENT


Dean of Student Personnel
Dean of Men
A. S. President
Athletic Commissioner
Commission Members
Convocations Commissioner
Commission Members
Pep Commissioner
Pep Commission
Publicity Commissioner
Publicity Commission
A. S. Senate
A. S. Vice-President
Budget Committee
Election Committee
A. S. Court
Six Justices
Court Clerk
Attorney General

appoints Student Commissioners for Publicity, Convocations, Athletics, and Pep. Each commissioner appoints students to assist him.

The Associated Student Senate is composed of the Secretary, Treasurer, Vice-President who acts as chairman, and 18 Senators elected by the student body. Nine senators may be elected in the spring and nine in the fall, allowing for representation from the new students.

The Student Court is composed of six student Justices, appointed by the Associated Student President with the advice and consent of the Senate. The Court has jurisdiction over traffic cases. It also hears disciplinary cases referred by the Dean of Men as well as grievances presented by students.

Under the Associated Student Constitution*, the Associated Students direct the student activity program and disburse funds for accident insurance, athletic and cultural events, services, social affairs, awards, drama productions, publications, forensics and other activities.

The Student Body Budget is adopted annually following fund requests by organizations and departments. Hearings on the budget are held previous to final adoption. The budget is then submitted to the Administration and the Board of Trustees for final approval. The complete budget for 1969-1970 is included on the following pages.

2. Student Activities

Student activities at Rio Hondo are varied. A club program is coordinated through the Inter-Club Council. Any group of five students with a faculty advisor, may form a club. Inter-Club Council helps the group formulate a constitution and statements of purpose. Upon completion of these procedures and ratification by Inter-Club Council, the club receives an official "charter." The Student Handbook** outlines specific responsibilities and activities for clubs.

Frequent convocation and assembly speakers offer the general student body a wide selection of entertainment and supplemental educational experiences.

Activities also include dances, Homecoming, fashion shows, and an awards banquet.

A Free Speech Platform (speaking area) is available for students and visitors. Use of the platform is governed by a Guest Speakers Policy developed cooperatively by students, administration and faculty.

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* Copies of the Constitution will be available to the Accreditation Team at the time of the visit.

** Copies of the 1969-1970 Student Handbook will be available to the Accreditation Team at the time of the visit.

RIO HONDO JUNIOR COLLEGE
Whittier, California

ASSOCIATED STUDENT BODY

BUDGET
1969-1970

Approved by Associated Student Senate
Approved on May 6, 1969
Amended June 13, 1969

RIO HONDO JUNIOR COLLEGE
Whittier, California

ASSOCIATED STUDENT BODY BUDGET
1969/1970

ACCOUNT NUMBER	ESTIMATED INCOME	
401	A.S.B. Card Sales - Fall, Day - 4450 @ $8	$ 35,600.00
	Spring, Day - 4150 @ $8	33,200.00
	Fall, Evening - 3800 @ $3	11,400.00
	Spring, Evening - 4000 @ $3	12,000.00
	Summer - 3200 @ $3	9,600.00
402	A.S.B. Family Cards	-0-
404	Athletics	3,600.00
407	Food Services Commission	3,000.00
408	Bookstore Commission	21,000.00
409	Juke Box	600.00
410	Other Income	-0-
411	El Paisano - Ads	1,500.00
413	Convocations	-0-
414	Drama	650.00
415	Athletic Programs	400.00
416	Dances	700.00
417	Forensics	200.00
418	Student Court	1,500.00
419	La Cima Sales	200.00
420	Interest Income	2,500.00
	TOTAL:	$137,650.00

ACCOUNT NUMBER	ESTIMATED EXPENSES	
539	A.W.S.	$ 300.00
540	A.M.S.	100.00
541	A.S. Office Supplies	100.00
542	Hospitality Fund	1,400.00
543	Convocations	7,500.00
544	Homecoming	800.00
545	Student Government Conference and Dues	1,200.00
546	Associated Student President's Expenses	1,000.00
547	Business Services	13,500.00
548	Journalism Publications - 22 Issues	15,500.00
549	Miscellaneous Expenses	3,290.00
550	Theater and KRHC	2,910.00
551	Forensics	4,000.00
552	Vocal Music	5,140.00
553	Student Insurance	24,000.00
554	Pistol Team	2,245.00
555	Printing	880.00
556	Fine Arts Department	1,200.00
557	Publicity Commission	468.00
558	Dances	800.00
559	Student-Faculty Retreat	1,160.00

ACCOUNT NUMBER	ESTIMATED EXPENSES - Continued:			
560	Graduation			$ 150.00
561	Student Handbook			1,650.00
562	Decals			-0-
564	Athletics			23,039.00
	A 1 Supplies		$6,941.68	
	A 1.1 General Supplies	$ 360.50		
	1.2 Training Supplies	-0-		
	1.3 Baseball	931.70		
	1.4 Basketball	411.30		
	1.5 Cross Country & Track	1,014.00		
	1.6 Football	986.00		
	1.7 Golf	-0-		
	1.8 Gymnastics	1,314.00		
	1.9 Swimming & Water Polo	1,086.68		
	1.10 Tennis	192.00		
	1.11 Wrestling	645.50		
	1.12 Contingency	-0-		
	2 Promotion		440.00	
	3 Awards		375.00	
	4 Banquets		896.00	
	5 Baseball		980.00	
	6 Basketball		1,305.00	
	7 Cross Country		325.00	
	8 Football Costs-Away		1,190.00	
	9 Football-Other Costs		980.00	
	10 Game Management		3,082.50	
	A 10.1 Basketball	1,350.00		
	10.2 Football	1,682.50		
	10.3 Conference Playoffs	50.00		
	11 Visiting Team Expenses		-0-	
	12 Golf		329.50	
	13 Gymnastics		362.00	
	14 Intramurals		450.00	
	15 Memberships		600.00	
	16 Programs		560.00	
	17 Swimming		691.00	
	18 Tennis		360.00	
	19 Track		838.50	
	20 Tickets		85.00	
	21 Water Polo		883.00	
	22 Wrestling		1,265.00	
	23 Contingency		100.00	
565	Pep Commission			1,085.00
569	W.A.A.			2,865.00
570	Blazers			150.00
571	Scholarship and Loans			1,500.00
572	Drill Team			1,300.00
573	Student Center			150.00
574	Instrumental Music			6,052.00
575	Transportation			-0-
576	Inter-Club Council			2,150.00
577	Mileage			50.00
578	Security Patrol			10,000.00
				$137,650.00

ACCOUNT NUMBER	RESERVES:	
251	Unappropriated	$ 10,000.00
252	Putnam Center	6,000.00
253	Athletic	-0-
254	Bookstore	40,000.00
	TOTAL:	$ 56,000.00

RIO HONDO JUNIOR COLLEGE
Whittier, California

ASSOCIATED STUDENT BODY BUDGET
1969-1970

ACCOUNT #			
539	ASSOCIATED WOMEN STUDENTS		$ 300.00
	Fall Conference	$ 60.00	
	Spring Conference	$ 60.00	
	Contingency	$ 150.00	
	Christmas Project	$ 30.00	
540	ASSOCIATED MEN STUDENTS		$ 100.00
	Miscellaneous Expenses		
541	ASSOCIATED STUDENTS - OFFICE SUPPLIES		$ 100.00
	Miscellaneous Supplies for Associated Students' Offices		
542	HOSPITALITY FUND		$ 1,400.00
	Refreshments and Meals for:		
	Board of Trustees' Meetings	$ 200.00	
	College President's Fund	$ 200.00	
	Visiting VIP's	$ 250.00	
	Spring Counselors' Meetings	$ 100.00	
	Vocal Music	$ 100.00	
	Instrumental Music	$ 100.00	
	Expenses for Receptions in Art Gallery	$ 200.00	
	Fund for Hospitality Expenses of Guest Speakers, Performers, Artists, Judges, etc. for Fine Arts Department and Community Services Programs	$ 250.00	
543	CONVOCATIONS		$ 7,500.00
	For Convocations and Student Entertainment		
544	HOMECOMING		$ 800.00
	Miscellaneous Expenses		
545	STUDENT GOVERNMENT CONFERENCES AND DUES		$ 1,200.00
	CJCSGA Dues - $15/Semester	$ 30.00	
	Executive Secretary Assessment - 6¢/Student	$ 270.00	
	Fall - Area Conference - 25 @ $4	$ 100.00	
	Fall - State Conference - 5 @ $55	$ 275.00	
	Spring - Area Conference - 25 @ $4	$ 100.00	
	Spring - State Conference - 5 @ $85	$ 425.00	
546	ASSOCIATED STUDENT PRESIDENT'S EXPENSES		$ 1,000.00
	$100/Month for Ten School Months		
547	BUSINESS SERVICES		$ 13,500.00
	For business services, insurance (non-Associated Student Body health insurance), etc. Ten percent (10%) of the total A.S. Budget.		

ACCOUNT #				
548	JOURNALISM			$ 14,000.00 plus all revenue from advertising less 10% sales commission, estimated at $1,500.00
	El Paisano-22 Issues @ $450/Issue		$9,900.00	
	La Cima (Magazine)		$3,000.00	
	Conferences and Conventions:			
	Beta Phi Gamma Dues - $5; Meals - $55; Rooms - $50; Registration - $90		$ 200.00	
	JAJC - Fresno		$ 300.00	
	CNPA - Membership $12		$ 100.00	
	Mileage - Editor, Ad Manager; 40 mile trip, 2 trips per issue @ 8¢ per mile		$ 400.00	
	Contingency (other conventions, news stands, special equipment, etc.)		$ 100.00	
549	MISCELLANEOUS EXPENSES			$ 3,290.00
	Various Unforeseen, Unbudgeted, or Emergency Expenses			
550	THEATRE AND KRHC			$ 2,910.00
	Fall Production (American College Theater Festival Entry)		$ 900.00	
	Family Theater or One-Act Program		$ 800.00	
	Spring Production		$ 800.00	
	All the above budgetary requests include materials needed for sets, prop and costume rental and purchase, make-up, publicity, programs, tickets, additional lighting needs and any transportation expenses incurred.			
	Lamp Replacement (ASB share with District and Community Services)		$ 75.00	
	High School Drama Festival - (Printing, hosting, trophies to schools, certificates and unforeseen minor expenses)		$ 100.00	
	Convention fees, lodging and meals for AMERICAN EDUCATIONAL THEATRE ASSN.-Southern Section 4 @ $45		$ 180.00	
	United States Institute for Theatre Technology Annual Dues - 5 @ $5.00		$ 25.00	
	Entry Fee for American College Theatre Festival		$ 30.00	
551	FORENSICS			$ 4,000.00
	Pacific Southwest Collegiate Forensic Assn. Dues		$ 7.50	
	Trophies and Engraving		$ 50.00	
	Supplies (Flow Sheets, Debate Handbooks, Marker Pens, Trophy Replacements, File Cards, etc.)		$ 57.50	
	Fall Preview Tournament		$ 435.00	
	30 Individual Events Entries @ $2.50	$ 75.00		
	10 Debate Team Entries @ $7.50	$ 75.00		
	55 Meal Expense ($1.50 Lunch; $3 Dinner) @ $4.50	$247.50		
	3 Extra Cars @ 8¢/mile	$ 37.50		
	3 College Station Wagons			

ACCOUNT #		
551	FORENSICS - Continued	
	Fall Warm-Up Tournament	$ 365.00
	20 Individual Events Entries @ $2.50	$ 50.00
	10 Debate Team Entries @ $7.50	$ 75.00
	45 Meal Expenses ($1.50-Lunch; $3 Dinner) @ $4.50	$202.50
	3 Extra Cars (Fri. & Sat.) @ 8¢/mile	$ 37.50
	3 College Station Wagons	
	PSCFA Fall Championship	$ 482.50
	40 Individual Events Entries @ $2.50	$100.00
	10 Debate Team Entries @ $7.50	$ 75.00
	60 Meal Expense @ $4.50	$270.00
	3 Extra Cars @ 8¢/Mile	$ 37.50
	4 College Station Wagons	
	Junior College Invitational Tournament	$435.00
	30 Individual Events Entries @ $2.50	$ 75.00
	10 Debate Team Entries @ $7.50	$ 75.00
	55 Meal Expenses @ $4.50	$247.50
	3 Extra Cars @ 8¢/mile	$ 37.50
	3 College Station Wagons	
	Oral Interpretation Invitational	$187.50
	12 Reader's Theatre Entries (Fee usually $30)	$ 30.00
	10 Individual Events Entries @ $2.50	$ 25.00
	25 Meal Expense @ $4.50	$112.50
	2 Extra Cars @ 8¢/mile	$ 20.00
	Spring Novice Tournament	$482.50
	40 Individual Events Entries @ $2.50	$100.00
	10 Debate Team Entries @ $7.50	$ 75.00
	60 Meal Expenses @ $4.50	$270.00
	3 Extra Cars @ 8¢/mile	$ 37.50
	3 College Station Wagons	
	Spring Individual Events Championship Tournament	$550.00
	25 Individual Events Entries @ $2.50	$ 62.50
	25 Motel Expense @ $5	$125.00
	30 Meal Expense (Breakfast $1; 2 Lunches $3; 2 Dinners $6; 1 Snack $1) @ $11	$330.00
	3 Extra Cars @ 8¢/mile	$ 37.50
	3 College Station Wagons	
	Spring Debate Championship Tournament	$250.00
	10 Debate Teams @ $10	$100.00
	25 Meal Expense @ $4.50	$112.50
	3 Extra Cars @ 8¢/mile	$ 37.50
	2 College Station Wagons	
	Spring Invitational Tournament	$365.00
	20 Individual Events Entries @ $2.50	$ 50.00
	10 Debate Team Entries @ $7.50	$ 75.00
	45 Meal Expense @ $4.50	$202.50
	3 Extra Cars @ 8¢/mile	$ 37.50
	3 College Station Wagons	
	Payment for Forensic Judges	$300.00

(The Forensic Students earn approximately $400 that goes into the general ASB Funds. No funds would be taken from this account to pay judges unless enough had been earned during 1969-70 to cover this expense.)

ACCOUNT #				
551	FORENSICS - Continued:			
	Money to Replace Debate and Persuasive Speaking Trophies		$ 32.50	
	Six Tickets to "Men and Women of Distinction" Banquet to honor students winning Forensics Awards. (If sufficient money has not been earned by RHJC students by judging high school contests, this money will not be requested in 1969-1970.) $3/ticket approximately		$ 18.00	
552	VOCAL MUSIC			$ 5,140.00
	Bus Transportation for Festivals and Performances		$200.00	
	Entrance and Application Fees for Festivals @ $3		$300.00	
	Printing Programs - 1,000 for 3 events		$150.00	
	"Music at Eleven" Convocations and Student Programs		$100.00	
	Guest Artist and Musicians Fees for Music Programs		$300.00	
	Field Trip & Spring Tour (Festival) for Concert Choir and Madrigals		$4,089.68	
	Transportation-Greyhound for 65	$1,500.00		
	Lodging - 3 nights @ $6/65	$1,170.00		
	Meals - 3 Breakfasts @ $1.50	$ 298.50		
	3 Lunches @ $1.75	$ 341.25		
	3 Dinners @ $3.00	$ 585.00		
	Tax	$ 194.93		
553	STUDENT INSURANCE			$ 24,000.00
	Premiums for Associated Student-paid accident and health insurance for Associated Student Members, including athletes. Coverage to be awarded by bid.			
554	PISTOL TEAM			$ 2,245.00
	20,000 Rounds Reload Practice Ammunition @ $38/1000 Rounds		$760.00	
	Entry Fees and Trophies (12 Matches/Year)		$450.00	
	Trophy Case		$200.00	
	Shooting Supplies - Targets, Target Backing, Frames, Pasters, Staples, Cleaning Supplies, and Equipment		$150.00	
	Meals & Lodging for Team-Sacramento and Grossmont-Advisor paid by District		$300.00	
	Host Matches - Fall and Spring		$175.00	
	Team Patches, Shooter's Caps, Jacket Cleaning		$200.00	
	Dues - National Rifle Association		$ 10.00	
555	PRINTING			$ 880.00
	A.S.B. Cards-Fall and Spring @ $90/Semester		$180.00	
	Roll Tickets		$ 50.00	
	Parking Registration Stickers-10,000 @ $.0535+Tax		$550.00	
	Traffic Citations		$100.00	
556	FINE ARTS DEPARTMENT			$ 1,200.00
	Juried Art Exhibition-Honoraria for Judges		$ 200.00	
	Purchase Awards-Art works to become part of permanent RHJC Art Collection		$1,000.00	

ACCOUNT #			
557	PUBLICITY		$ 468.00
	Brushes	$ 30.00	
	Butcher Paper	$ 70.00	
	Letter and Number Replacement	$ 5.00	
	Masking Tape	$ 20.00	
	Poster Board	$ 20.00	
	Poster Paint	$ 50.00	
	Silk Screen Materials	$ 15.00	
	Spray Paint	$ 60.00	
	Library Publicity-Educational Media Center-Student Body Funding-1 Student Lab Asst. for Sign Making-15 hrs. for 40 weeks @ $1.65/hr. EOA funding 80%.	$ 198.00	
558	DANCES		$ 800.00
	A.S.B. Sponsored Dances: Music, Police, Refreshments, Decorations, and other necessary expenses.		
559	STUDENT-FACULTY RETREAT		$ 1,160.00
	90 People @ $14/person	$1,260.00	
	2 Buses @ $175/bus	$ 350.00	
	Each participant pays $5	*-$ 450.00*	
560	GRADUATION		$ 150.00
	Speakers, Honoraria, Programs, Decorations and other necessary expenses		
561	STUDENT HANDBOOK		$ 1,650.00
	5,200 copies to be bid @ $3.15/m		
562	DECALS		$ -0-
564	MEN'S ATHLETICS		$ 23,039.00
	A 1.1 General Supplies		$ 360.50
	T-Shirts-6 dz	$ 96.00	
	Socks-2 gr	$ 144.00	
	Supporters-1 gr	$ 108.00	
	Inner Soles-50 pr	$ 12.50	
	A 1.2 Baseball Supplies		$ 931.70
	Supporters-12 ea	$ 21.20	
	Baseball Shoes-10 pr	$ 160.00	
	Baseball Caps-20 ea	$ 95.00	
	Warm-Up Jackets-6 ea	$ 78.00	
	Undershirts-"Dickies"-10 ea	$ 36.50	
	Ball Bag-1 ea	$ 7.50	
	Catchers' Gloves-4 ea	$ 112.00	
	First Baseman's Glove-4 ea	$ 53.00	
	Toe Plates-6 ea	$ 9.90	
	Protective Sun Glasses-6 pr	$ 15.60	
	Game Shirts-6 ea	$ 84.00	
	Batters' Gloves-12 ea	$ 45.00	
	Sanitary Hose-10 dz	$ 50.00	
	Game Shirts (White)-6 ea	$ 82.00	
	Game Pants (White)-6 ea	$ 82.00	

ACCOUNT #

564 MEN'S ATHLETICS - Continued:

A 1.4	Basketball Supplies		$ 411.30
	Basketball Shoes-24 pr	$ 198.00	
	Socks-6 dz	$ 79.20	
	Jerseys (light)-18 ea	$ 57.60	
	Jerseys (dark)-18 ea	$ 57.60	
	Score Books-6 ea	$ 18.90	
A 1.5	Cross Country-Track		$1,014.00
	Practice Pants-12 ea	$ 35.00	
	Blank Cartridges-24 ea	$ 85.00	
	Track Socks-10 dz	$ 37.00	
	Shoes-Meet-10 pr	$ 200.00	
	Shoes-Cross Country-20 pr	$ 300.00	
	Shoes-Shot-Discus-5 pr	$ 85.00	
	Spikes-500 ea	$ 52.00	
	Flats-Practice Shoe-20 ea	$ 220.00	
A 1.6	Football Supplies		$ 986.00
	Pants-Practice-50 pr	$ 450.00	
	Jerseys-Practice-6 dz	$ 186.00	
	Scrimmage Vests-6 dz	$ 80.00	
	Shoes-10 pr	$ 270.00	
A 1.7	Golf		$ -0-
A 1.8	Gymnastics Supplies		$1,314.00
	Shirts-36 ea	$ 306.00	
	Pants-36 ea	$ 468.00	
	Shoes-36 pr	$ 108.00	
	Warm-Up Jackets-18 ea	$ 360.00	
	Hand Guards-48 pr	$ 72.00	
A 1.9	Water Polo and Swimming Supplies		$1,086.68
	Jackets-Warm-Up-24 ea	$ 508.80	
	Pants-Warm-Up-24 ea	$ 431.28	
	Suits-24 ea	$ 120.00	
	Hats, Water Polo-3 ea	$ 10.80	
	Scorebook, Water Polo-3 ea	$ 11.85	
	Scorebook, Swimming-1 ea	$ 3.95	
A 1.10	Tennis Supplies		$ 192.00
	Tennis Shoes-24 pr	$ 192.00	
A 1.11	Wrestling Supplies		$ 645.50
	Shoes-Practice-16 pr	$ 96.00	
	Shoes-Match-16 pr	$ 104.00	
	Warm-Up Jersey-10 ea	$ 55.00	
	Tights, Meet-15 ea	$ 180.00	
	Shirts-6 ea	$ 57.00	
	Jackets, Meet-6 ea	$ 150.00	
	Scorebook-1 ea	$ 3.50	
A 2	Athletic Promotion		$ 440.00
	Fall Schedule Cards	$ 90.00	
	Fall Press Book	$ 75.00	
	Winter Press Book	$ 55.00	
	Spring Schedule Cards	$ 90.00	
	Athletic Passes	$ 50.00	
	Fall Window Cards	$ 30.00	
	Stationery	$ 50.00	

ACCOUNT #				
564		MEN'S ATHLETICS - Continued:		
	A 3	Awards		$ 375.00
		Trophies	$ 150.00	
		Letters	$ 200.00	
		Team Photos	$ 25.00	
	A 4	Banquets		$ 896.00
		Fall: Football-70 @ $3.50	$ 245.00	
		Water Polo-20 @ $3.50	$ 70.00	
		Cross Country-10 @ $3.50	$ 35.00	
		Programs	$ 30.00	
		Winter: Basketball-25 @ $3.50	$ 78.50	
		Wrestling-20 @ $3.50	$ 70.00	
		Spring: Swimming-20 @ $3.50	$ 70.00	
		Tennis-10 @ $3.50	$ 35.00	
		Baseball-25 @ $3.50	$ 87.50	
		Track-30 @ $3.50	$ 105.00	
		Golf-10 @ $3.50	$ 35.00	
		Gymnastics-10 @ $3.50	$ 35.00	
	A 5	Baseball		$ 980.00
		Officials-15 Games @ $50/Game	$ 750.00	
		Transportation-Station Wagons		
		Meals-1 Dinner-22 @ $3.50	$ 75.00	
		Entry Fee-1 Tournament	$ 80.00	
		Ball Boy-15 Games @ $5/Game	$ 75.00	
	A 6	Basketball		$1,305.00
		Officials	$ (750.00*)	
		Transportation-Station Wagons		
		Post Game Meals-12 Games-20 @ $1	$ 240.00	
		Meals:		
		Chaffey Tourney-3 Dinners-15 @ $3.50	$ 157.50	
		San Diego Tourney-Same As Above	$ 157.50	
		3 Lunches @ $1.50	$ 67.50	
		3 Breakfasts @ $1.50	$ 67.50	
		Lodging:		
		San Diego Tourney-3 Nights-15 @ $6	$ 270.00	
		Entry Fees	$ 100.00	
		Scouting-12 Games @ $10/Game	$ 120.00	
		Film-5 Games @ 200'/8mm	$ 50.00	
		Cameraman-5 Games @ $15/Game	$ 75.00	
	A 7	Cross Country		$ 325.00
		Officials	$ -0-	
		Meals-3 Dinner Meals-13 @ $3.50	$ 136.00	
		7 Nutrament Meals-13 @ $1	$ 91.00	
		Lodging-1 Night-8 @ $6/ Ea	$ 48.00	
		Entry Fees-3 Meets	$ 50.00	
		Transportation-Station Wagons		
	A 8	Football-Away Cost		$1,190.00
		1. Scrimmage-Mt. SAC		
		Transportation-2 Buses	$ 140.00	
		Filming-1000'	$ 110.00	
		Cameraman	$ 20.00	

*A 10.1

ACCOUNT #

564 MEN'S ATHLETICS - Continued:

A 8	Continued: Football-Away Costs		
	2. Glendale - 9/20/69		
	Transportation-1 Bus	$ 100.00	
	Filming-1000'	$ 110.00	
	Cameraman	$ 20.00	
	3. Cerritos - 10/4/69		
	Transportation-1 Bus	$ 100.00	
	Filming-1000'	$ 110.00	
	Cameraman	$ 20.00	
	4. Golden West - 11/1/69		
	Transportation-1 Bus	$ 100.00	
	Filming-1000'	$ 110.00	
	Cameraman	$ 20.00	
	5. Cypress - 11/15/69		
	Transportation-1 Bus	$ 100.00	
	Filming-1000'	$ 110.00	
	Cameraman	$ 20.00	
A 9	Football-Other Costs		$ 980.00
	1. Scrimmage-El Rancho Stadium		
	Stadium Rental-District Expense	$ (350.00***)	
	Transportation-2 Buses	$ (140.00***)	
	Filming-1000'	$ 110.00	
	Cameraman	$ 20.00	
	2. Home Games (5) Citrus, Pasadena, Harbor, L.A. City, East L.A.		
	Stadium Rental-District Expense @ $350/Game-5 Games	($1,750.00***)	
	Transportation-District Expense @ $60 x 5 Buses	$ (300.00***)	
	Filming-1000'-5 Games @ $110	$ 550.00	
	3. Scouting-16 Games @ $15/Game	$ 240.00	
	Scout Cards	$ 60.00	

District Total: $2,540.00 Student Body Total: $980.00

A 10.1	Game Management-Basketball, 15 Home Games		$1,350.00
	2 Officials @ $25/ea	$ 50.00	
	1 Timer @ $10	$ 10.00	
	1 Scorer @ $10	$ 10.00	
	1 Supervisor & Ticket Taker	$ 10.00	
	1 Ticket Seller	$ 10.00	
		$ 90.00	
	15 Games @ $90		$1,350.00
A 10.2	Game Management-Football, 5 Home Games and One Scrimmage		$1,682.50
	Stadium Rental	$ (350.00***)	
	Doctor	$ (25.00***)	
	2 Equipment Men	$ (30.00***)	
		$ (405.00***)	

***District Expense

ACCOUNT #

564 **MEN'S ATHLETICS - Continued:**

A 10.2 Continued: Game Management-Football, 5 Home Games and One Scrimmage

4 Officials @ $33	$ 132.00	
1 Timer	$ 10.00	
1 Cameraman	$ 20.00	
1 Supervisor	$ 15.00	
3 Ticket Sellers @ $10	$ 30.00	
7 Ticket Takers @ $7.50	$ 52.50	
4 Sheriffs @ $16	$ 64.00	
Refreshments	$ 5.00	
	$ 328.50	
5 Games @ $328.50/Game-A.S.B.		$1,642.50
4 Scrimmage Officials @ $10		$ 40.00
		$1,682.50

A 10.3	Game Management-Conferences and State Playoffs		$ 50.00
	Conference Event	$ 25.00	
	State Event	$ 25.00	
A 11	Visiting Team Expenses		$ -0-
A 12	Golf		$ 329.50
	Transportation-Station Wagons		
	Meals-5 Dinners 7 @ $3.50	$ 122.50	
	5 Post-Game 7 @ $1	$ 35.00	
	Lodging-1 Night 7 @ $6	$ 42.00	
	Entry Fees	$ 30.00	
	Green Fees	$ 100.00	
A 13	Gymnastics		$ 362.00
	2 Officials, 6 Meets @ $17	$ 204.00	
	Transportation-Station Wagons		
	Meals-2 Dinners 12 @ $3.50	$ 84.00	
	2 Post Game Meals 12 @ $1	$ 24.00	
	Lodging	$ -0-	
	Entry Fees	$ 50.00	
A 14	Intramurals		$ 450.00
	Trophies		
A 15	Membership		$ 600.00
	Conference		
A 16	Programs		$ 560.00
	Football-5-eight pages	$ 500.00	
	Basketball-1-four pages	$ 60.00	
A 17	Swimming		$ 691.00
	Starter-6 Meets, 1 @ $17.50	$ 105.00	
	Timers & Judges-6 Meets, 6 @ $3.50	$ 126.00	
	Transportation-Station Wagons		
	Meals-4 Dinner Meals-15 @ $3.50	$ 210.00	
	4 Post Game Meals-15 @ $1	$ 60.00	
	Lodging-1 Night-15 @ $6	$ 90.00	
	Entry Fee-3 Meets	$ 100.00	

ACCOUNT #				
564		MEN'S ATHLETICS - Continued:		
	A 18	Tennis		$ 360.00
		Officials	$ -0-	
		Transportation-Station Wagons		
		Meals-4 Dinners 9 @ $3.50	$ 126.00	
		10 Post Game Meals 9 @ $1	$ 90.00	
		Lodging-1 Night-9 @ $6	$ 54.00	
		Entry Fees	$ 90.00	
	A 19	Track		$ 838.50
		Starter-5 Meets-1 @ $17	$ 85.00	
		Timers & Judges-5 Meets-7 @ $3.50	$ 122.50	
		Transportation-1 Bus @ $75.00	$ 75.00	
		Meals-4 Dinner Meals, 20 @ $3.50	$ 280.00	
		4 Nutrament Meals-20 @ 50¢	$ 40.00	
		Lodging-1 Night 6 @ $6	$ 36.00	
		Entry Fees	$ 150.00	
		Film	$ 50.00	
	A 20	Tickets		$ 85.00
		Football	$ 25.00	
		Basketball	$ 60.00	
	A 21	Water Polo		$ 883.00
		Officials-10 Games @ $36	$ 360.00	
		Timer-10 Games @ $5	$ 50.00	
		Transportation-Station Wagons		
		Meals-2 Dinners-24 @ $3.50	$ 168.00	
		5 Post Game 24 @ $1	$ 120.00	
		Entry Fee-3 Tournaments	$ 120.00	
		Film	$ 65.00	
	A 22	Wrestling		$1,265.00
		Officials-6 Matches @ $20	$ 120.00	
		Officials-1-4/Way Matches @ $100	$ 100.00	
		Timer-8 Matches @ $10	$ 80.00	
		Transportation-Station Wagons		
		Meals-6 Match Meals 15 @ $2	$ 180.00	
		1 Tournament @ $140	$ 140.00	
		3 Championships @ $70	$ 210.00	
		Lodging-4 Nights 15 @ $6	$ 360.00	
		Entry Fees-3 Tournaments @ $25	$ 75.00	
	A 23	Contingency		$ 100.00
565		PEP COMMISSION		$ 1,085.00
		Song Leader Uniforms-6 @ $35	$ 210.00	
		Yell Leader Uniforms-5 @ $35	$ 175.00	
		Pom Poms	$ 50.00	
		Megaphones	$ 50.00	
		Expenses for National Cheerleader & Songleader Assn. Summer Camp-10 @ $60	$ 600.00	

ACCOUNT #					
569		WOMEN'S ATHLETICS			$ 2,865.00
	1	Archery-5 Matches, 1 Tournament, 12 Archers		$ 85.00	
		Entry Fees	$ 40.00		
		Refreshments	$ 10.00		
		Meals	$ 35.00		
		Two Station Wagons for 2 Matches and Away Tournament			
	2	Badminton-7 Matches, 1 Tournament-2 Day, 24 Players		$ 155.00	
		Entry Fees	$ 40.00		
		Refreshments	$ 30.00		
		Meals	$ 85.00		
		Three Station Wagons for 3 Away Matches and Tournament			
	3	Basketball-7 Games, 1 Tournament, A & B Teams, 24 Players		$ 270.00	
		Entry Fees (League & Tournament)	$ 80.00		
		Officials	$ 100.00		
		Refreshments	$ 15.00		
		Meals	$ 75.00		
		Two Station Wagons for 3 League Games and Tournament			
	4	Hockey-6 Games and Tournament (2-4 Days), 24 Players		$ 190.00	
		Entry Fees	$ 40.000		
		Officials	$ 60.00		
		Refreshments	$ 15.00		
		Meals	$ 75.00		
		Two Station Wagons for 3 Away Games and Tournament			
	5	Softball-7 Games, 1 Tournament, 20 Players		$ 225.00	
		Entry Fees	$ 60.00		
		Officials	$ 70.00		
		Refreshments	$ 20.00		
		Meals	$ 75.00		
		Two Station Wagons for 3 Away Games and Tournament			
	6	Tennis-5 Matches, 1 Two-Day Tournament, 15 Players		$ 140.00	
		Entry Fees	$ 50.00		
		Refreshments	$ 15.00		
		Meals	$ 75.00		
		Two Station Wagons for 2 Away Matches and Tournament			
	7	Coed Volleyball-7 Matches, 1 Tournament (2 Days) 24 Players		$ 303.00	
		Entry Fees	$ 60.00		
		Officials	$ 105.00		
		Refreshments	$ 30.00		
		Meals	$ 108.00		
		Three Station Wagons for 3 Away Matches and Tournament			
	8	Women's Volleyball-6 Matches, 2-Day Tournament, 20 Players		$ 280.00	
		Entry Fees	$ 80.00		
		Refreshments	$ 25.00		
		Meals	$ 75.00		
		Officials	$ 100.00		
		Two Station Wagons for 3 Away Matches and Tournament			

ACCOUNT #				
569	WOMEN'S ATHLETICS - Continued:			
	9 Uniform Supplies - Used for All Women's and Coed Teams		$ 681.90	
	3½ dz. stretch nylon women's shells @ $8.80/Ea	$ 352.80		
	3½ dz. stretch nylon shorts, women's @ $5.50/Ea	$ 231.00		
	4 ea. stretch nylon women's shirts @ $10.05	$ 40.20		
	3 ea. stretch nylon men's shirts @ $13.30	$ 39.90		
	1 dz. softball hose @ $18/dz	$ 18.00		
	10 Conferences and Conventions (Fall-2 Days, Spring, 1 Day - Asilomar)		$ 285.00	
	Registration	$ 10.00		
	Meals) for eight students	$ 200.00		
	Lodging)	$ 75.00		
	11 Tournament Management		$ 50.00	
	12 Trophies and Awards		$ 75.00	
	13 Publicity		$ -0-	
	14 Stationery		$ -0-	
	15 Conference Membership (SCJCIAC)		$ 10.00	
	16 Contingency		$ 75.00	
570	BLAZERS			$ 150.00
	200 Blazers Cleaned @ 75¢			
571	SCHOLARSHIPS AND LOANS			$ 1,500.00
	All funds derived from the Student Court are disbursed by the Scholarship and Loan Committee.			
572	DRILL TEAM			$ 1,325.00
	Outfits (alterations plus new set-36 girls)		$ 700.00	
	Cleaning		$ 150.00	
	Props (Flashlights, hats, ribbon, construction)		$ 350.00	
	Miscellaneous - trophies, pictures		$ 125.00	
573	PUTNAM CENTER			$ 150.00
	Playing Cards, Chess and Checker Sets, Magazine Subscriptions, Christmas and Other Seasonal Decorations			
574	INSTRUMENTAL MUSIC			$ 6,052.00
	20 Large Size Uniforms @ $100		$2,000.00	
	1 Director's Uniform		$ 100.00	
	Tour Expenses for the College Stage Band to go to Western States Junior College Competition in Reno, Nevada and concerts on way up and back		$2,150.00	
	25 People			
	1 Bus for 4 Days	$ 800.00		
	12 Meals @ $2	$ 600.00		
	3 Nights' Lodging @ $10	$ 750.00		
	2 Large Buses to take Band to Away Football Games		$ 700.00	
	50 Plastic Uniform Covers @ $3.85 plus tax		$ 202.00	
	Photography Supplies - 16mm Film for Band and Drill Team Half-Time Shows at Home Football Games, Including Processing		$ 200.00	
	Cleaning Expenses for Uniforms for End of Year		$ 200.00	

ACCOUNT #			
574	INSTRUMENTAL MUSIC - Continued:		
	Printing Programs for Four Concerts and Special Programs-1000 Copies Each	$ 150.00	
	Festival Costs and Fees	$ 100.00	
	Field Props for Half-Time Shows at Football Games	$ 150.00	
	Awards for Year for Band and Stage Band to be Presented at I.C.C. Awards Banquet	$ 100.00	
575	TRANSPORTATION		$ -0-
	Third Installment for Purchase of Four International Travelalls		
576	INTER-CLUB COUNCIL		$ 2,150.00
	Basic Budget for Each Club in Good Standing-16 Clubs @ $75	$1,200.00	
	(I would like to request that A.S. assume the financial responsibility of supervision for all club-sponsored dances. This includes police, custodial, and adult supervisors.)		
	Awards Banquet	$ 700.00	
	Loan Fund for Homecoming	$ 250.00	
577	MILEAGE		$ 50.00
	1,250 Miles @ .08¢/Mile for Necessary Associated Student Transportation Not Otherwise Provided For.		
578	SECURITY PATROL		$ 10,000.00

3. Administrative-Faculty Cooperation and Advisement

Administration and faculty work closely with student government and activities in a number of ways:

a. Student body officers are members of the President's Cabinet and student activities are discussed frequently in the weekly meetings of that body.

b. Faculty members assist in a number of student activities as club sponsors. They are reimbursed for supervision of some athletic and social events.

c. The Dean of Men is advisor to the Student Senate and coordinates student government activities other than those originating with clubs. The Dean of Women is advisor to the Inter-Club Council.

d. A Student-Faculty Relations Committee includes representatives appointed by the Student Body President and the President of the Academic Senate. This group last year developed policies for distribution of literature on campus and for "Due Process" for students.

e. The Student Body President is invited to report at regular meetings of the Board of Trustees.

f. For the past two years a weekend retreat for interested students, administrators, faculty and board members has been held early in September. A group of student officers and the two Deans plan the retreat. The agenda covers a wide range of subjects relating to student activities and the general college program for the year ahead.

g. Student representatives serve on all college standing committees.

h. Students in charge of convocations work closely with the college Community Services Committee to coordinate programs presented on campus.

E. Standards of Student Conduct and Activity

A code of conduct for students representing the college at conferences and policies on hazing, appearance and social functions are in the College Catalog, pages 63-65.

Violations of rules and regulations are referred to the Dean of Men. If the problem is not resolved between the student and the Dean of Men, a referral may be made to the Dean of Student Personnel and if the problem remains unresolved, referral is made to the Assistant Superintendent of Academic Affairs, to the President and finally, to the Board of Trustees.

F. Evaluation of Services

The critical evaluation requested herein is contained throughout the report and especially in the recommendations section of this committee report.

G. Relationship of Student Personnel Services to:

1. Administration

D-3 above describes administrative cooperation and advisement for student government and the activity program. The organizational chart and the material in B above also contain information requested in this section.

The President's Cabinet serves as coordinating body wherein representatives of the student body, faculty and administration share information and consider policy matters.

The use of student body funds for such purposes as the college security patrol, the athletic program, college station wagons, music, drama and student publications also relate closely to administrative functions.

Another related role of the student body to administration is in the operation of the book store and food services.

2. Instruction

Students are required to complete the SCAT Test prior to admission to the college. These scores are used for program planning as well as for class placement. Those planning to take English are required to complete the English Co-op Test for placement. A Chemistry test also is given.

Prior to enrollment, entering students visit the college for orientation and program planning.

Each counselor is assigned to an academic department, and attends meetings of that department. The counselor is also available for counseling students in the department to which he is assigned.

Student activities frequently supplement and augment instruction. Convocations programs often relate directly to classroom instruction and student body financial assistance in such areas as drama, speech, athletics, journalism and music contribute significantly to the instructional program.

3. Curriculum

Through their work with departments and their close contact with students, counselors are able to advise department chairmen of the need for additional sections and/or new course offerings. They also learn of new courses being planned and participate informally in decisions relating to curriculum modification.

Student representation on the Curriculum Committee also permits direct participation in curriculum decisions.

4. Public Relations

Members of the Personnel Services staff are often the first contact students have with the college. Their continuous personal contact with students and potential students makes their public relations role extremely important.

Counselors also participate in parent group meetings and student assemblies at the high schools where they project the image of the college and where they distribute literature about the college. Their contact with high school staff personnel also is an important part of the public relations of the college.

Student leaders also project the college image in the community. They cooperate closely with the college Publicity Office in providing information for news releases about student activities.

Many of the activities supported by student body funds are in themselves important to the college public relations program. These include music, athletics, drama, speech and journalism. Special activities such as Homecoming and last year's Semana de Cultura also contribute to public relations.

RESPONSE TO RECOMMENDATIONS BY PREVIOUS ACCREDITATION TEAM

IV. STUDENT PERSONNEL SERVICES

A. Administrative Structure

Attention is needed to strengthen and clarify the administrative structure as it relates to student personnel services. Specifically, it is recommended that a greater centralization of student personnel services be effected.

In the fall of 1968, the positions of Dean of Admissions and Dean of Student Personnel were consolidated into one position, "Dean of Student Personnel." A new position of Head Counselor also was created.

B. Handbook of Procedures for Counselors

The staff should develop a handbook of procedures for counselors.

The counseling staff has compiled a Program Planning Booklet and a Counseling Handbook. Copies of these publications will be available to the Accreditation Team.

C. Follow-Up Study

Follow-up study planning should continue and be implemented.

A recent follow-up study is discussed in C-7.

D. Counselor-Student Ratio

Consideration of the counselor-student ratio should be reviewed to be sure there is sufficient staff to meet the stated objectives of the college. Possibly, too, consideration should be given to a faculty advisement system to be closely coordinated with the counseling program.

The counselor-student ratio has been reviewed and improved. One counselor was added in 1968-1969. Another counselor has been added for 1969-1970. At the same time, however, the Placement Counselor who formerly served part-time as a counselor, will be working full-time on placement and the Head Counselor will devote more time to coordination.

No formal plan for faculty advisement has been established. Following a recommendation of the Faculty-Administration-Board Retreat in 1967-1968 such a program has been under study by the Academic Senate, the counseling staff and other college groups. Counselors now work closely with a number of faculty members who have volunteered to assist in advising students in specific fields. The President of the College has recently recommended that the first week of each semester be devoted to student orientation and faculty involvement in student advising. This proposal is now under study.

E. Orientation Course

Consideration should be given to requiring the orientation course for all first semester freshmen.

It is the opinion of the Dean of Student Personnel and the counseling staff that a required orientation course would not be feasible nor desirable at this time.

F. Greater Student Interest and Participation

Continuing efforts should be made to encourage greater student interest and participation in student government.

A constant effort is made to encourage greater interest and participation in student government. The annual fall retreat has succeeded in increasing interest and the spring student body election attracted the largest turnout in the history of the college.

RECOMMENDATIONS OF THE RIO HONDO COMMITTEE FOR STUDENT PERSONNEL SERVICES

1. The position of Head Counselor should be placed at the Assistant Dean level. Organization, planning, supervision, and administration of the total counseling program and staff should be the Head Counselor's duties. (The Head Counselor now has additional time for supervision.)
2. Evening session counseling services should be expanded. Part of the counseling load should include evening session assignments.
3. The student load per counselor should approach the ratio recommended by the California Personnel and Guidance Association (1-300). (Letter D.-response to previous accreditation recommendation.)
4. A permanent liaison and follow-up procedure should be worked out between departments and counseling services to facilitate advising and programming students.
5. The Placement Office should devote full-time to college financial aid, placement and the Work-Study Program. (The full-time position of Placement and Financial Aids Counselor has been established for 1969-1970.)
6. Both faculty and students should be part of a permanent committee on minority students and their problems. (An ad hoc committee to establish an orientation program for disadvantaged students, the efforts of the Educational Services Committee and the appointment of a full-time Assistant to the President for Special Projects appear to have satisfied this recommendation.)
7. Students should continue to have a voice in all policy decisions affecting their education or activities.
8. More frequent opportunities for informal student, faculty, administrative contact should be initiated. (In the 1968-1969 spring semester, regularly scheduled weekly coffee hours for faculty and students were conducted on an experimental basis. While they were not entirely successful, the idea will be re-examined in 1969-1970.)
9. Copies of administrative and Board of Trustees policies should be more readily available to the student government.
10. The college should enhance the exploration of controversy in speech, literature, and activities, providing guide lines with a minimum number of roadblocks.
11. The college should participate in both the National Defense Education Act and other Federal and State Guaranteed Loans.
12. Evening session counselors should be compensated at the same rate as faculty members who teach evening session.

13. The Inter-Club Council should be represented on the Student Senate.

14. A committee of interested members of faculty, administration, and Board should examine and identify the special needs of disadvantaged and/or minority students in the Rio Hondo community. (See Recommendation 6.)

15. At least two rooms should be available at all times for group counseling.

V. COMMUNITY SERVICES

A. Organization and Administration

1. Organization

Administrative responsibility for the Community Services program is shared by three part-time directors. The directors and their responsibilities follow:

Recreational Services - Recreational programs, use of physical education facilities and summer recreation programs.

Cultural and Educational Services - Art gallery programs, concert series, theatre productions, film series, lecture series, college in the community, departmental programs, forums, seminars, workshops and use of college facilities.

Publicity Services - News releases and publicity photographs, community relations, college publications, athletic publicity, alumni services.

The Director of Recreational Services also is Athletic Director and Chairman of the Physical Education Department. The Director of Cultural and Educational Services also is Chairman of the Fine Arts Department and the Director of Publicity Services also is Administrative Assistant to the President for Community Relations.

The Assistant to the President for Special Projects will share responsibility for direction of the Community Services program in 1969-1970. His duties will be to initiate and coordinate programs related to culturally and economically disadvantaged students and to work with the community on special projects related to the disadvantaged.

Serving as an advisory group to the program is the Community Services Committee, a standing committee of the college. The committee reviews existing programs, evaluates proposed programs and recommends changes and additions. Members of the committee include six faculty members and one student representative. The directors and the Dean of the Evening and Summer Sessions are permanent ex-officio members of the committee.

2. Description of Community Services Program

The Community Services program is based on the belief that the college has a responsibility beyond that of formal classroom instruction. Rio Hondo is dedicated to becoming a center of community life, a leader in providing cultural, intellectual, recreational services, and a resource center to serve community needs.

Services offered in fulfillment of these objectives include art gallery exhibits, a lecture series, film presentations, recreational programs, a concert series, theatre programs, departmental lectures and forums, special workshops and extensive use of college facilities by community groups.*

Inherent in the concept of community services is the necessity for informing the public of their availability. This is accomplished through news releases and college publications.

3. Finance

The program is financed by the restricted community services tax.

a.

	1966-1967	1967-1968	1968-1969
Revenue Balance Fund	$ 4,247.00	$ 3,906.00	$ -0-
Tax	183,687.00	58,194.00	90,757.00
TOTAL	$187,934.00	$62,100.00	$90,757.00
Expenditures			
Certificated Salaries			
Recreation		$ 3,692.00	$ 2,405.00
Publications		1,040.00	11,770.00
Cultural & Educational		4,095.00	4,595.00
Classified Salaries			
Community Services Secretaries	$ 4,896.00	$ 8,571.00	$ 9,848.00
Other Salaries	13,100.00	26,104.00	21,633.00
Summer Recreation		4,372.00	4,641.00
Cultural & Educational			3,221.00
Publications			1,393.00
Other Expenses			
Utilities & Mileage	$ 12,393.00	$10,288.00	$15,951.00
Art Gallery		1,988.00	2,196.00
Little Theatre		3,837.00	4,435.00
Educational		2,967.00	525.00
Recreation and Publication		1,360.00	1,499.00
Improvement of Sites			
Physical Education	$153,639.00	-0-	-0-
TOTAL	$184,028.00	$63,582.00	$84,112.00
Balance Fund	$ 3,906.00	$ -0-	$ 6,645.00

b. Expenditures are planned to be compatible with the CJCA approved "Guidelines for the Expenditure of Restricted Community Services Tax Funds."

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* Detailed reports of specific programs will be available to the committee at the time of the visitation.

c. Admission was charged for film, concert and lecture series programs for the first time in 1968-1969. Approximately 25 percent of the cost of these programs was defrayed by the admission charge.

4. Citizen and Faculty Involvement

Community involvement begins with the Board of Trustees who must approve all policies pursuant to the Community Services program.

The Community Services Committee described in A-1 of this section of the application plays a vital role in determining the nature and direction of the program.

Through membership in organizations related to various phases of the program the three program directors have maintained close contact with the community served by the college. The new administrative assistant has developed close community contacts through a similar position with the Whittier Union High School District.

No citizen advisory committee exists at this time, but the organization of such a committee or committees is on the agenda of the Community Services Committee for the fall.

5. Meeting Community Needs

Attendance at the various programs offered is a significant indication of community interest and demand. Citizen requests to be placed on the mailing list of community services programs also indicates community response and interest.

The Community Services Committee also represents a wide cross-section of community opinions and attitudes. Both the standing committee and the program directors are responsive to community suggestions.

B. Use of College Facilities and Services

1. Use of Facilities

College facilities are used extensively by the community. Civic Center requests are initiated in the Business Office and/or the Fine Arts Department Office. They are forwarded to the Instruction Office for inclusion on the Master Calendar. The Instruction Office clears with appropriate departments regarding the availability of facilities.

A summary of the use of facilities in 1968-1969 will be available to the Accreditation Team at the time of the visitation.

2. Planning New Facilities

No significant building has taken place since the last accreditation visit. Community service use was considered in the construction of the present campus. The Art Gallery, Little Theatre, Student Center and Physical Education facilities are located for accessibility to parking and isolated enough to avoid interference with instructional programs.

Plans for additional parking facilities now are being considered. These additional parking facilities will be located in an area which serves buildings used most frequently in the Community Services program.

3. Off Campus Facilities

Off-campus facilities have not been used directly by the Community Services program. The Publications Director, however, assisted in coordinating a program in which college counselors were available in centers in the community. He also served on the Educational Services Committee which is considering offering classes in the community.

Equipment for a portable kiln used for demonstrations throughout the community was purchased with community services funds.

A number of other programs, including a Police Science Student Narcotics Team and student tutors, use off-campus facilities.

The Community Services Committee plans to make a major study of college-in-the-community programs in 1969-1970.

C. Educational Services

1. Special Educational Services

Educational services offered under Community Services include the guest lecture series, departmental lecture programs and institutes, film series, demonstrations, and special workshops.

ASB convocations are coordinated with community services. The faculty speakers bureau provides a complete program of faculty lectures coordinated by the Instruction Office. College counseling in the community was organized in 1968-1969 under the auspices of the Educational Services Committee and a special orientation program for disadvantaged high school students was developed in an ad hoc committee organized for that purpose in 1968-1969.

The Tutorial Society provided tutorial and related services in the community in 1967-1968 and this function was absorbed by the Committee for the Advancement of Mexican-American Students in 1968-1969. This committee, with financial support from the student body, sponsored a Semana de Cultura for hundreds of area high school students in 1968-1969.

Student members of Lambda Alpha Epsilon Police Science Fraternity, present an educational program on narcotics to area high schools annually.

A Distinguished Faculty Lecture Series has been planned for 1969-1970. Under this program, five lectures will be presented, with remuneration for the lecturers provided under community services.

Also on next year's agenda is a lecture series whose theme will be "The Environmental Crisis."

An on-campus radio station is expected to be in operation in 1969-1970. Programming will emphasize community and college events.

Since the inception of the college, consideration has been given to establishing a college FM station. Extensive investigation of this possibility has been made this year and an ad hoc committee has met frequently for this purpose. Consultation with industry experts has led to consideration of a curriculum for television technicians, a study of Cable Television Broadcasting possibilities and exploration of related broadcasting services which might be offered by the college. This study is expected to continue in 1969-1970 and definite recommendations await completion of the study.

2. Coordination with Instructional Program and Community Groups

Close coordination with day and evening instructional programs is maintained through representation on the Community Services Committee by the Dean of the Evening and Summer Sessions, a wide cross section of departmental representatives and by program directors.

The program directors work closely with community organizations and with area adult school directors to avoid duplication of services. Board members, administrators and faculty members hold membership in many community groups whose programs relate to community services. They provide a valuable two-way communications channel regarding the program.

3. Solving Community Problems

During the past three years the community services program has not been involved extensively in assisting the community in solving problems.

Plans for 1969-1970 are centered around a thorough study of such involvement.

The Fine Arts Department, however has served as a coordinating agency for area art councils. In the fall of 1968 the college sponsored a meeting of representatives from these councils and preliminary plans were made for a study of community resources in this area. An art gallery show also was co-sponsored by the college with area art groups.

The Assistant to the President for Community Relations presently is representing the college on the steering committee of a community group investigating problems of adolescents and considering the establishment of a "Helpline" telephone service for the area.

The Dean of Vocational-Technical Education also represents the college on the Board of Directors of the local Community Action Council, an agency of the Office of Economic Opportunity. He also participated in the recent reorganization of that agency which is now the Rio Hondo Area Action Council. A member of our Board of Trustees is past president of the board of the council.

D. Cultural and Recreational Services

1. Description

Cultural services include art gallery exhibitions, art gallery lectures, concerts, recitals, theatrical productions, art festivals, drama festivals, and film series.

Faculty, students and community groups have assisted the Cultural Services Director in planning programs. The Concert Series Committee (Music Faculty), Art Gallery Committee (Art Faculty), and the Film Series Committee (Faculty Film Fans) are active in recommending programs.

A Fine Arts Student Advisory Committee provides student suggestions and evaluation of programs.

The Rio Hondo Area Arts Councils, which have been coordinated by the Cultural Services Director, serve as direct and indirect avenues of communication on cultural programs.

Liaison also has been maintained between the Community Services Committee and the Student Convocations Committee to effect coordination and pooling of resources.

Recreational services are planned to compliment existing community programs. College programs have emphasized high school, collegiate and adult groups since existing agencies serve younger children.

Competitive swimming is offered during the school year and in the summer. The college filled a void in the community recreation program by offering ten-team high school and six-team junior college summer basketball leagues. A physical fitness program also is offered.

Tennis facilities are used extensively by the community and the college is host to two community tournaments.

2. Coordinating Cultural and Recreational Community Development

As described above, directors of the cultural and recreational programs work with appropriate agencies to coordinate community development.

RESPONSE TO RECOMMENDATIONS BY PREVIOUS ACCREDITATION TEAM

V. COMMUNITY SERVICES

A. Organization and Administration

Early attention should be given to development of a cohesive and comprehensive plan of college community services. Development of the community service plan should be through fullest involvement of all segments of the college, including students, faculty members, classified employees, and administration, as well as representatives of a cross-section of the community.

A cohesive and comprehensive plan for community services is being developed. With the exception of classified employees, all segments of the college are represented in planning and evaluating programs.

Plans for a community advisory committee are being developed. Citizens have been active already in the area of cultural programs and the Educational Services Committee included community representatives.

The college may wish to give consideration to requiring modest fees for admission to some community service events in keeping with the practice of many junior colleges which finance certain community service activities through a combination of admission fees, student association contributions, and district funds.

A modest fee schedule has been developed for some programs. This policy is being re-examined as a result of a recommendation by the Director of Cultural and Educational programs that students be admitted free to all community service programs in 1969-1970.

Attention should be given to placing the responsibility for coordinating, directing, and administering the college's community service activities in a single, adequately-staffed office.

The college has preferred not to follow the recommendation to provide a single office for Community Services. A good working relationship has been established by the three directors of the program and coordination through the Community Services Committee appears to be effective.

B. Use of College Facilities and Services

A single and centralized booking plan for college facilities for community services should be considered.

Use of facilities requests are initiated in the Business Office and routed to the appropriate program director or the Office of Instruction. The system appears to be working well.

Booking of student union facilities should be by consent of the student body through its designated representative.

Requests for student center facilities are transmitted to the Office of the Dean of Men who consults with appropriate student officers on such requests.

C. Educational Services

Careful consideration should be given to possible conflict of interests and duplication of services in the developing college relationships with United Way.

United Way used college facilities for an area-wide meeting, but no other college involvement with the organization ensued.

The college should be ready to expand and increase its support of the volunteer faculty speakers' bureau.

Utilization of the Speakers' Bureau has increased, but no significant operational changes in its structure or organization have been made.

The place and potential of the college as a workshop for conferences, seminars, and symposiums in the community should be recognized and supported at all levels on the campus.

The college has been used extensively for workshops, conferences, seminars, and symposiums. Specific details will be included in the report available to the Accreditation Team at the time of the visitation.

D. Cultural and Recreational Services

Full student participation with faculty is suggested as a highly desirable practice in planning and presenting cultural and recreational events on the campus.

A student representative serves on the Community Services Committee and coordinates student convocations with community services programs.

The Fine Arts Student Advisory Committee and the regular meetings of art, music and theatre majors also provide opportunity for student participation in planning and evaluating programs.

Student recommendations and comments also are voiced through the student newspaper.

The same coordinated, cooperative, long-range planning should be sought for college cultural and recreational services to the community as for the development and expansion of educational services.

This is being accomplished through a number of college and community committees, departments and agencies cited in this section of the application.

Consideration should be given to a clear definition of the areas of financial responsibility of student body and college district in providing or supporting community cultural and recreational services.

The areas of financial responsibility have been defined more clearly. Co-sponsorship is designated in all publicity.

The ASB assumes financial responsibility for the following Community Services functions:

a. Art gallery receptions and similar theatre events.

b. Purchase awards for art works to be added to the college collection.

c. Host funds for dinners, luncheons and similar amenities for visiting dignitaries involved in Community Services programs.

d. Costs of co-sponsored programs.

RECOMMENDATIONS OF THE RIO HONDO COMMITTEE ON COMMUNITY SERVICES

1. Since the college is located some distance from the residential area and since transportation is a problem for many citizens, consideration should be given to offering credit courses, seminars, workshops, counseling, registration and community services programs in the community.

2. Implementation of the plan to organize a citizens advisory committee for community services is essential.

3. A community survey should be considered to evaluate present services and to determine ways in which the college might serve more effectively.

4. Consideration should be given to increasing the amount of the restricted community services tax levied in order to expand the program. (This will increase in 1969-1970 to support the addition of the Administrative Assistant to the President for Special Projects.)

5. Further efforts should be made to explore ways in which the student body and the Community Services Committee might cooperate to a greater extent in joint sponsorship of programs.

6. An FM broadcasting station should be established soon. Consideration should be given to possibilities of providing educational programming for surrounding elementary and secondary schools.

7. Greater effort should be made to interest and involve all college departments in community services program planning.

8. More creativity in planning special short courses, workshops and seminars is needed urgently. Programs should be meaningful, current and where possible, should include topics of special concern to the college community. Planning should involve citizen leaders in the community as resource people.

9. Clear, long-range objectives are needed for the program.

10. Greater clarity is needed in the area of policy and responsibility should be clearly established for content of programs related to controversial issues.

11. The relationship of community services and experimental education needs to be clarified.

12. The committee recommends that the faculty speakers' bureau should be coordinated through community services.

13. A full-time staff member should be assigned to direct the community services program. If this is not feasible, consideration should be given to dividing responsibility for educational and cultural services.

14. The college should conduct a thorough study of the role of the college in relation to the development of cable television. (An ad hoc committee under the direction of the Dean of Evening and Summer Sessions has begun such a study.)

15. Faculty and community residents should be used more extensively in the lecture programs. (A Distinguished Faculty Lecture Series is scheduled for 1969-1970.)

16. The Community Services Committee should define its responsibilities and obligations for supporting and coordinating programs for economically and culturally disadvantaged students.

17. The college should formulate plans to build a multiple-use stadium on or near the campus. The funding of such a project might be a joint effort of the district, the student body and area recreational and governmental agencies. (The college has expressed an interest in participating with Los Angeles County in such a project.)

18. It is recommended that plans be initiated for an Art and Science Museum on or near the college campus. (This also is a recommendation developed by area arts councils at a meeting at the college in fall of 1968.)

19. Plans should be begun for a Planetarium on or near the campus. (The Dean of Evening and Summer Sessions has begun planning for such a project with the chairman of the Physical Science Department.)

VI. ADMINISTRATION

A. Effectiveness of Administration*

1. Organization Charts - See pages 5 and 100.

2. Duties and Responsibilities of Administrative Staff

   a. Superintendent and President - Dr. Walter M. Garcia

      1) Chief executive officer and secretary to the Board of Trustees.

      2) Provides leadership for the total college program.

      3) Responsible for implementation of Board policy.

   b. Assistant Superintendent and Vice President, Academic Affairs - Mr. Morris C. Bergen

      1) Serves in alternate years as acting superintendent and acting secretary to the Board of Trustees in the absence of the Superintendent-President.

      2) Responsible for supervision of instruction.

      3) Interviews, screens, and recommends day and evening instructional staff to the Superintendent-President.

      4) Sees that all instructors are properly credentialed.

      5) Responsible for the assignment of faculty duties.

      6) Organizes and maintains in-service training program for all instructors.

      7) Supervises the instructional program including curriculum development, general education, textbook selection, and course outlines.

      8) Maintains a system of instructor evaluations with written reports.

      9) Recommends to the Superintendent-President the re-employment of instructors and the employment of additional instructors when needed.

      10) Maintains liaison with four-year colleges in areas pertaining to transfer courses.

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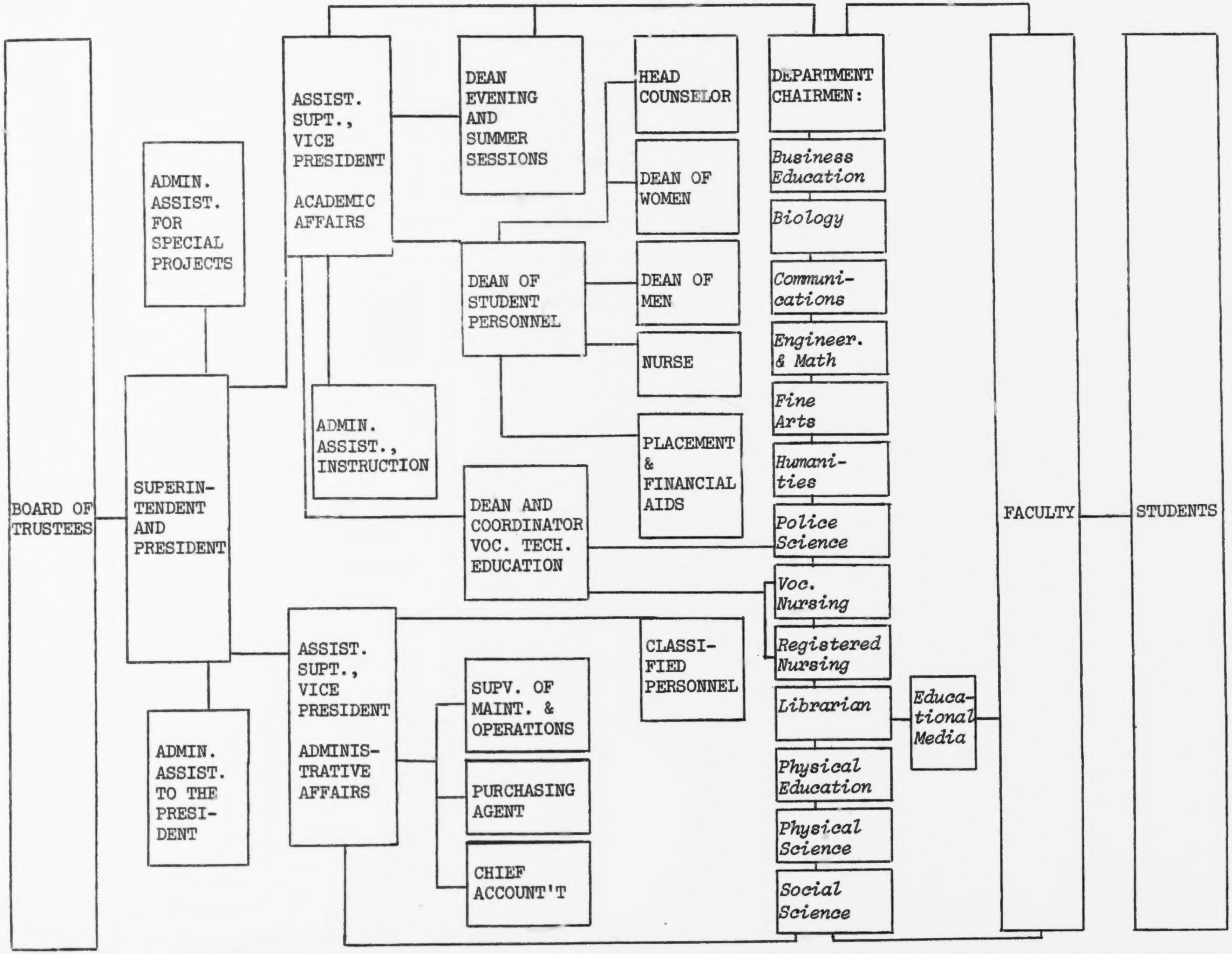
* Following the recommendation of the Faculty-Administration-Board Retreat in 1967-1968, the President has appointed a Select Commission on Administrative Organization which will study the administrative structure and departmental organization of the college. This committee is expected to issue a report which may alter significantly the existing structure.

ADMINISTRATIVE ORGANIZATION CHART

1969 - 1970


BOARD OF TRUSTEES
SUPERINTENDENT AND PRESIDENT
ADMIN. ASSIST. FOR SPECIAL PROJECTS
ADMIN. ASSIST. TO THE PRESIDENT
ASSIST. SUPT., VICE PRESIDENT ACADEMIC AFFAIRS
ADMIN. ASSIST., INSTRUCTION
ASSIST. SUPT., VICE PRESIDENT ADMINISTRATIVE AFFAIRS
DEAN EVENING AND SUMMER SESSIONS
DEAN OF STUDENT PERSONNEL
DEAN AND COORDINATOR VOC. TECH. EDUCATION
SUPV. OF MAINT. & OPERATIONS
PURCHASING AGENT
CHIEF ACCOUNT'T
HEAD COUNSELOR
DEAN OF WOMEN
DEAN OF MEN
NURSE
PLACEMENT & FINANCIAL AIDS
CLASSIFIED PERSONNEL
DEPARTMENT CHAIRMEN:
Business Education
Biology
Communications
Engineer. & Math
Fine Arts
Humanities
Police Science
Voc. Nursing
Registered Nursing
Librarian
Educational Media
Physical Education
Physical Science
Social Science
FACULTY
STUDENTS

11) Coordinates the work of department chairmen.

12) Responsible for the preparation of day, evening, and summer class schedules.

13) Responsible for the preparation of the College Catalog.

14) Responsible for preparation of the final examination schedule.

15) Responsible for registration of students.

16) Responsible for preparation of the Faculty Handbook.

17) Coordinates the Faculty Speakers' Bureau.

18) Responsible for over-all statistical reports.

19) Responsible for issuing keys and parking permits to day staff members.

20) Maintains the master calendar.

21) Supervises the work of the office of admissions, student activities, the library and audio visual aids, and the evening session office.

22) Serves as permanent member of the Library and General Education Committees, and as an ex-officio member of all other committees.

23) Performs other responsibilities as assigned by the Superintendent.

c. Assistant Superintendent and Vice President, Administrative Affairs- Dr. Leonard A. Grandy

1) Serves in alternate years as acting superintendent and acting secretary to the Board of Trustees in the absence of the Superintendent-President.

2) Assists the Superintendent-President in all administrative affairs on campus, within the district and in relations with other districts, County, State, and Federal Government.

3) Directs all financial affairs including preparation of the budget.

4) Directs the business functions of the college and district.

5) Directs the activities of classified service personnel.

6) Directs the planning, construction and financing of college physical facilities.

7) Assists the Superintendent-President in curriculum and personnel matters.

8) Assists the Superintendent-President in Student Personnel matters.

9) Performs such other duties as directed by the Superintendent-President and Board.

d. Administrative Assistant to the President for Community Relations - Mr. Ted Snyder

1) Assists the Superintendent-President, particularly in community relations.

2) Coordinates, prepares and distributes external publicity for the college, including photographs.

3) Responsible for internal communication, including the publication of a house organ.

4) Acts as a communication channel between students, faculty, and administration.

5) Prepares general college brochures and other publications. Advises and assists departments in developing brochures and other printed material.

6) Maintains a clipping file of college publicity.

7) Maintains a photo file for use in external publicity, departmental publications, the College Catalog and similar purposes.

8) Supervises the sports publicist and coordinates preparation of sports news releases, photographs, press books and schedule cards.

9) Serves on the President's Cabinet, Community Services Committee, Scholarship Committee and such special committees as the President directs.

10) Serves as one of three administrators responsible for directing the Community Services program.

11) Supervises and coordinates the work of the college photographer.

12) Serves as college advisor and coordinator of alumni activities.

e. Assistant to the President for Special Projects - Mr. Arturo Franco

1) Responsible to the President of the College for the initiation, coordination and implementation of programs designed to involve the college with minority groups and financially disadvantaged students.

2) Provides leadership in arranging meetings, conferences and a continuing dialogue between the college and public and private agencies in the community in furtherance of the objective to serve the needs of the minority and disadvantaged students.

3) Maintains social and political contact with state and federal personnel as a means of seeking out programs and/or scholarships designed to serve the needs of minority and disadvantaged students.

4) Responsible for contacts with school districts in the junior college district for the purpose of encouraging better articulation with the high schools in the district.

5) Responsible for such other special programs as the President of the College may direct.

f. Administrative Assistant, Instruction and Assistant Dean - Mr. Robert Becker

1) Responsible for curriculum development.

2) Prepares the College Catalog.

3) Acts as secretary to the Curriculum Committee.

4) Assists in the development of the day, evening, and summer class schedules.

5) Prepares the final examination schedules.

6) Prepares the Faculty Handbook.

7) Responsible for the Office of Instruction in the absence of the Assistant Superintendent.

8) Performs any other responsibilities as assigned by the Superintendent-President or Assistant Superintendent, Instruction.

g. Dean of Student Personnel - Mr. Vincent W. Glenn

1) Supervises the work of the Offices of the Deans of Men and Women.

2) Supervises counseling, guidance, and the Student Placement Office.

3) Supervises the student health program.

4) Administers admissions and records procedures.

5) Maintains liaison with representatives of colleges and universities.

6) Assists in interpreting the college to the community.

7) Maintains liaison with the high schools in the district.

8) Administers the policies and procedures of interdistrict permits.

9) Organizes and administers registration procedures.

10) Maintains fiscal attendance records and makes appropriate reports.

11) Participates in the development of class schedules and the College Catalog.

12) Serves as permanent member of the Student Personnel Services Committee, the Evening Session Committee, and the Scholarship and Loan Committee.

13) Performs any other responsibilities as assigned by the Superintendent-President or the Assistant Superintendent-Vice President, Academic Affairs.

h. Dean of Vocational-Technical Education - Mr. Wilbur Lorbeer

1) Responsible for the planning, supervision and coordination of the Vocational Education Program.

2) Responsible for the development of district master planning for Vocational Education.

3) Serves as a liaison person between the district and the business and industrial community as related to Vocational Education.

4) Stimulate, organize and develop Vocational Education Programs in response to educational and community needs in cooperation with department chairmen, coordinators, and instructors.

5) Serve as a permanent member of the college Curriculum Committee.

6) Supervise and provide leadership for Vocational Program Coordinators.

7) Recruit and assist in the selection of Vocational Education instructors.

8) Assist instructors in the application and compliance with the requirements for Vocational Education credentials.

9) Develop and encourage participation of the Vocational Education instructional staff in in-service training programs.

10) Be responsible for the development of class schedules and the budget for the Vocational Education Department.

11) Assist counselors, department chairmen, and instructors in interpreting, and understanding the requirements of Vocational Education and Technical Education Programs.

12) Responsible for the recommendation of equipment to be purchased for Technical Education.

13) Assists with the organization and functioning of advisory committees.

14) Initiate, review, and prepare applications and reports for state and federal project proposals.

15) Maintain liaison with the State Department of Education, Bureau of Vocational Education and appropriate federal offices, and prepare and submit all necessary projects, reports and correspondence pertaining to Vocational Education.

16) Develop, promote, and maintain a working relationship with the staff of the California Community Colleges as it will affect Vocational Education.

17) Represent the college at meetings and conferences involving Vocational Education and special project programs.

18) Perform any other duties as may be delegated by the President or Vice President - Academic Affairs.

i. Dean of the Evening and Summer Sessions - Dr. Joseph Michaels

1) Organizes and administers the evening and summer sessions.

2) Secures substitute teachers for evening classes.

3) Maintains an accounting system for teacher service and absence.

4) Maintains liaison with day staff to insure a comparable evening program of instruction.

5) Assists in the preparation of day, evening, and summer session class schedules.

6) Supervises and evaluates instruction in the evening and summer session.

7) Assists in the coordination of the counseling program for evening students.

8) Coordinates evening session faculty advisory committee.

9) Participates in college committees whose scope includes instructional resources.

10) Provides leadership for community services through the evening session.

11) Assists in interpreting the college to the community.

12) Serves as a permanent member of the Evening Session Committee.

13) Performs any other duties assigned by the Superintendent-President or Assistant Superintendent, Instruction.

j. Assistant Dean of Men - Mr. James Dillon

1) Serves as advisor to the Student Government, Senate, Court and various committees and commissions.

2) Serves as advisor to Associated Men Students.

3) Teaches Student Government 55 class.

4) Serves as Administrative Representative to the Athletic Conferences, and is responsible for athletic eligibility.

5) Acts as liaison between the college and bookstore between college and food service organizations.

6) Counsels with men students on personal problems and conduct.

7) Assists in the supervision of student social activities.

8) Assists in the supervision of delegations to student government conferences.

9) Supervises campus traffic, parking and day security guards.

10) Serves as a permanent member of the Convocations and Campus Speakers Committee, and the Bookstore and Campus Inn Committee.

11) Assists in interpreting the college to the community.

12) Performs other duties delegated by the Superintendent-President or Assistant Superintendent, Instruction.

k. Assistant Dean of Women - Mrs. Louise R. Hilker

1) Supervises women's activities and serves as advisor of Associated Women Students.

2) Serves as advisor of the Inter-Club Council.

3) Assists in the program of orientation for new students.

4) Responsible for discipline of women students.

5) Compiles the semi-weekly student and faculty bulletins.

6) Assists in the supervision of student social activities.

7) Assists in interpreting the college to the community.

8) Serves as a permanent member of the Scholarship and Loan Committee.

9) Performs other duties as assigned by the Superintendent-President or Assistant Superintendent, Instruction.

10) Responsible for the supervision and coordination of activities in the Student Center.

l. Department Chairmen

GENERAL DESCRIPTION:

A department chairman is expected to be a highly competent specialist in his subject matter area who has demonstrated outstanding teaching ability. He is responsible for the development and supervision of personnel and instructional programs within his department as well as its physical operation.

DUTIES AND RESPONSIBILITIES:

1) Provides the leadership to enable the department to envision programs, plans and problems of the future, developing with his staff, a philosophy that guides them in arriving at decisions related to the continual development of the instructional program.

2) Coordinates the development, implementation and evaluation of the department instructional program.

3) Effects an environment within his department which is conducive to the maintenance of high morale among his staff.

4) Is a resource person to his staff members in matters relating to pedagogy and subject matter.

5) Develops and provides departmental orientation and in-service education programs for his staff.

6) Encourages the participation of his staff in professional organizations at all levels.

7) Coordinates departmental counseling in cooperation with the Office of Student Personnel.

8) Fosters the use of sound methods and materials of instruction, including the facilities of the library.

9) Coordinates and approves the selection of learning materials, including textbooks.

10) Assists the Instruction Office in:

    a) Scheduling of day, evening, and summer session classes and facility usage.

    b) The assignment of personnel.

    c) The evaluation of department personnel.

    d) The preparation of the catalog, accreditation applications and other reports and research projects.

11) Prepares the annual budgets and approves departmental purchases.

12) Recommends the employment and supervises the performance of classified personnel, including student assistants.

13) Prepares proposals for grants under federal or state funded programs.

14) Participates in the development of administrative and Board policies.

15) Coordinates community services as related to the department.

16) Maintains departmental correspondence.

17) Acts as the official contact for the department with publisher and manufacturer representatives.

18) Serves as liaison between the administration and his department.

19) Performs other duties as prescribed by the Superintendent-President and the Assistant Superintendent.

20) Performs other duties unique to his department.

21) Coordinates articulation with colleges, universities and high schools in matters dealing with courses taught within the department.

m. Coordinators

1) Develop and maintain trade and technical programs compatible with community needs.

2) Recommend facilities, equipment, supplies and budget for trade and technical education programs.

3) Assist administrators in the initiation and operation of trade and technical education programs.

4) Assure operation of the programs in accordance with state and federal regulations.

5) Assist in recruiting, credentialing and assigning trade and technical teachers and provide for in-service training as needed.

6) Cooperate with other school officials in planning the curricula and assist teachers in developing courses of study and instructional materials for trade and technical classes.

7) Visit classes to observe and evaluate instruction and confer with teachers on the improvement of trade and technical education programs.

8) Maintain records of students, teachers and classes to provide information needed for state reports.

9) Provide monthly reports to the district and an annual report to the Bureau of Industrial Education on the activities in the trade and technical education program.

10) Assist in the organization and meetings of occupational advisory committees and maintain a file of advisory committee meeting minutes.

11) Participate in school, community, business and professional meetings.

12) Establish a liaison with other school officials for correlating trade and technical education into an integrated educational program.

13) Work with industrial arts and guidance staff in encouraging select students from industrial arts and other classes to enroll in vocational classes.

14) Assist in the placement of students participating in the programs.

15) Provide and encourage other school officials and teachers to provide publicity for the trade and technical education program.

16) Cooperate in statewide projects involving the promotion and improvement of trade and technical education programs.

17) Perform related duties as required.

18) Establish a philosophy and objectives for the department and update it to keep current with trends.

19) Plan for graduation ceremonies related to completion of program.

20) Evaluate instructors.

21) Recruit and screen students.

n. Head Librarian - Richard Hovelsrud

1) Responsible for library-audio visual policies, procedures and day-to-day operation.

2) Plans new programs and services.

3) Evaluates equipment and recommends purchases.

4) Prepares and submits statistical reports.

5) Evaluates and selects all library materials.

6) Interviews, recommends and evaluates personnel.

7) Plans orientation of new students and faculty.

8) Prepares budget.

9) Responsible for planning physical facilities.

10) Writes grant applications.

11) Coordinates library services with departments.

12) Plans the library technology curriculum.

3. General Policy Determination

Some policy is established by state law and policy change is by legislation and/or interpretation.

Broad policy is established by the Board of Trustees and Administrative Policy is based on these Board policies.

Within the institution general policy may be initiated in a number of ways by individuals, committees and organizations:

a. Individual students, faculty members or citizens may informally initiate policy change by requesting such change directly to members of the administrative staff or through one of many college organizations and committees.

b. The Academic Senate represents the faculty in making recommendations to the administration and the governing board with respect to academic and professional matters.

Members of the Academic Senate Executive Committee meet regularly with the President to discuss policy matters.

The Academic Senate may, after consultation with the administration, present its written views and recommendations directly to the governing board. Representatives of the Academic Senate also may meet with or appear before the governing board to present the Senate's views or recommendations.

c. The President's Cabinet acts as an advisory group to the President. The Cabinet includes the Administrative Staff, the President of the Faculty Association and Academic Senate, and Student Body Officers. Subjects for discussion are submitted by organizations or individuals and are discussed at regular weekly meetings.

d. The Administrative Council periodically meets to discuss administrative matters which may have policy implications. Members of the Council are the Superintendent-President, the two Assistant Superintendents and three Deans.

e. The Executive Council is made up of the Superintendent-President, the two Assistant Superintendents, and the three Administrative Assistants.

Other groups which consider policy matters include the Student Body Senate, the Faculty Association, the Department Chairmen, the standing committees of the college and the departments themselves.

Policy recommendations may originate in any of these groups. Referral generally is through the President's Cabinet or the Administrative Council and ultimately to the President-Superintendent and/or the Board of Trustees.

4. Personnel Practices of This College as regards:

   a. Selection of Faculty Members

      A new employment policy was adopted by the Board of Trustees in 1969. The policy follows:

      1) All certificated personnel who feel qualified for a specific position should have the opportunity to apply. It cannot be assumed that all qualified personnel have made their interests known. Therefore, it shall be the policy of the Rio Hondo Junior College District to notify all certificated personnel of staff openings. This announcement shall include a description of the position along with the desired qualification for that position.

      2) Since it is the objective of the Rio Hondo Junior College District to recruit only the best qualified professionals available, this aim shall be implemented as follows:

         a) If the opening is a faculty position or department chairmanship, evaluation shall be by the following:

            Department chairman and, except under unusual circumstances, a department committee. When a department chairman is to be selected, the President of the College, with concurrence of members of the department, shall develop a procedure for the selection.

The Assistant Superintendent and Vice President, Academic Affairs

The final evaluation and recommendation shall rest with the President of the College. He may at his discretion form a special committee to advise him.

b) If the opening is an administrative position, head counselor, or head librarian, the evaluation shall be by the following:

The Assistant Superintendent and Vice President, Academic Affairs and/or administrative committee

An Academic Senate committee

The final evaluation and recommendation shall rest with the President of the College. He may at his discretion form a special committee to advise him.

If the opening is the Superintendent-President of the College, the Executive Committee of the Academic Senate will, in ordinary circumstances, act in an advisory capacity to the Board of Trustees who shall make the final determination.

3) Criteria for selecting personnel for certificated positions shall include the following:

a) Academic background

b) Professional background (included as part of this background is professional preparation)

c) Experience, which shall include the following:

Successful teaching at appropriate levels.

Successful experience in working with people.

Successful experience in working with the community.

d) Personal characteristics

e) A firm commitment to the concept of junior college education.

f) Potential success at Rio Hondo Junior College.

b. Induction of New Members

Teachers new to Rio Hondo attend a series of formal orientation meetings by the Vice President, Academic Affairs. Most of these orientation meetings are held during the first semester but some extend into the second term. Much reliance is placed on the department chairmen to orient the teacher within the departmental environment and clarify course content and teaching problems.

c. Evaluation of Effectiveness (Instructor)

Members new to Rio Hondo are visited unannounced by the Vice President, Academic Affairs three times the first year, twice the second year, and once the third year. Each visit is followed by a conference. If important teaching problems are encountered, the chairman of that teacher's department is advised. The results of each conference are included as a part of the written evaluation and are co-signed by the teacher and the Assistant Superintendent of Instruction and filed in the teacher's personnel file.

Faculty must also be visited once each semester by the department chairman. The chairman prepares a written evaluation of each visit, and schedules a conference to include the chairman, the teacher, and the Assistant Superintendent of Instruction. At the end of the conference comments may be made on the report, each person involved signs the report, a copy is placed in the teacher's confidential file, and a copy provided to the teacher.

A professional growth report as outlined in the Faculty Handbook is required of each faculty member annually. This is submitted to the Assistant Superintendent of Instruction and placed in the faculty member's personal file.

Evaluation of Effectiveness (Administrator)

No formal procedure is being practiced for the evaluation of administrative personnel. In cases where an administrator has been judged ineffective by his immediate supervisor, written notice has been presented to the person involved and an opportunity for improvement given. Current policy, however, does not provide for annual written evaluations of administrators in terms of the effectiveness in implementing the duties and carrying out the responsibilities set forth in their respective job descriptions.

There is an annual informal and unwritten evaluation of administrative personnel.

d. Severance, if Unsatisfactory

The procedure for severance begins with evidence of unsatisfactory teaching as determined by classroom visits as in "c" above. The instructor is advised of his weakness and suggestions are made for the desired improvement. If subsequent evaluations indicate no improvement, the instructor is warned that his performance is below the level desired at Rio Hondo and that he cannot expect tenure without improvement. The Board of Trustees has recently requested the President and the Assistant Superintendent of Instruction to prepare an annual report evaluating the effectiveness of all non-tenured teachers.

e. Recommendations for Tenure

The criteria for awarding tenure are in conformity with the law. An instructor who hears nothing adverse about his performance can assume he will attain tenure. He receives formal confirmation of this by letter in the spring of his third year, prior to receipt of his new contract.

5. Number of full-time equivalent employees on:

   a. The clerical staff: 60

   b. The custodial staff: 23

   c. The maintenance staff: 28

   d. Other (i.e., locker room attendant, lab technicians, etc.): 14

   Total classified employees: 125

6. In-Service Training

   This is accomplished by the supervisors working with individual employees as necessary in the various departments and offices.

7. The following will be available for evaluation team review:

   a. Manual of board rules and regulations

   b. Manual of administrative policies

   c. Faculty handbook

B. Finances

1. Bonded Indebtedness

   Present amount of outstanding bonded indebtedness of the college:
   $10,035,000 - 1969-1970

2. Tax Overrides

   The college does not now have in effect any voted tax override.

3. Materials to be Available

   The following will be on hand for use by the evaluation team:

   a. Statement of income and expenditures for the college for the last fiscal year by major budget categories as given in the California Accounting Manual.

b. Copy of the officially adopted budget for the current fiscal year.

c. Salary schedule for certificated staff, showing current placement of all staff members on schedule.

C. Liaison Between the College and the Community

Specific responsibility for community relations is in the Office of the Administrative Assistant to the President for Community Relations. Informing the community about the college and learning of community needs, however, is accomplished in a number of ways:

1. News releases and photos are prepared in the Office of the Administrative Assistant to the President and mailed weekly to approximately 11 dailies, 22 weeklies, 21 radio and TV stations, 12 high school newspapers, 12 high school counseling offices and a number of professional publications and offices.

   News release forms are available to all staff members. Clippings of published stories are circulated to the personnel involved and posted on the bulletin board. Clipping scrapbooks are maintained for the archives.

2. General brochures and fact sheets also are prepared in the Office of the Administrative Assistant. A new brochure published in 1968-1969 was mailed to city halls, chambers of commerce, libraries, churches and community organizations. It also is available in many campus offices and is distributed in the community by members of the speakers bureau and other staff members. Brochures and personal letters also were sent to graduates of area adult schools in 1968-1969.

   A number of departments also have prepared brochures for distribution throughout the community.

3. The College Catalog is distributed to high schools, community colleges, state colleges and universities, private colleges, libraries, the Veterans Administration and other military agencies requesting it.

4. The College Superintendent-President speaks frequently throughout the community and he and other members of the administrative staff and faculty are active members of numerous community service clubs and other organizations.

5. El Paisano, the student newspaper, and La Cima, the student magazine, receive wide readership on campus and throughout the community. They are also mailed to local high schools and on an exchange basis to colleges and universities throughout the state.

6. A half-time sports publicist issues regular weekly news releases and is responsible for publication of press books for major sports. Athletic publicity scrapbooks of clippings also are maintained by the sports publicist.

7. College facilities are used widely by the community. This serves to familiarize citizens with the campus and with college services.

8. An active college Speakers Bureau functions under the supervision of the Assistant Superintendent-Instruction. A catalog of speakers and subjects is published each fall and distributed to community organizations.

9. Counselors are assigned to each high school served by the district and they maintain close liaison with the personnel at the schools. High school counselors also spend one day on the college campus.

10. Vocational Education Advisory Committees serve as liaison between business and industry and the College. This mutual exchange of information is invaluable in informing the community of programs offered and in informing the College of community needs.

11. Through its contact with employers the Placement Office provides an important means of informing the community about the college and its programs. The provision for a full-time placement and financial aids counselor in 1969-1970 will enhance the importance of this function.

12. Community resources are used extensively in the classroom. Experts in fields ranging from theatre arts to speech, music, journalism, engineering, business and police science are invited to speak to classes.

13. The Fine Arts Department has established a close rapport with the community. A special mailing list is used to inform interested individuals and groups of college programs in the fine arts and brochures are prepared for most major programs. A citizens committee of community fine arts councils works closely with the department in planning programs.

14. Community services programs contribute substantially to informing the community about the College. In addition to extensive use of college facilities, the programs in recreation, education, and the fine arts attract a large number of community residents to the campus. Plans for 1969-1970 include greater involvement of the College in community activities.

15. A number of special programs during the past several years are described elsewhere in the report. These include the Tutorial Program, Semana de Cultura, counseling in the community, and the special college orientation program for disadvantaged high school students. These programs have been developed in cooperation with representatives of area high schools and the community.

16. One of the major responsibilities of the newly established position of Assistant to the President for Special Projects will be to provide leadership in arranging meetings, conferences and a continuing dialogue between the college and the community to serve the needs of minority and disadvantaged students.

17. The role of student leaders and student groups in keeping the community informed about the college is discussed in the Student Personnel section of this report.

RESPONSE TO RECOMMENDATIONS BY PREVIOUS ACCREDITATION TEAM

VI. ADMINISTRATION

A. Effectiveness of Administration

It is recommended that further attention be given to the design of the institution's formal administrative organization.

No formal study has been made at this time of the design of the institution's administrative organization. Some clarification of responsibilities, including those of the department chairmen, has been made. Three Administrative Assistants have been added to the staff. The President's Cabinet also has been added to the administrative structure.

The President of the College plans to appoint a "Select Committee on Administrative Organization" in 1969-1970. This committee will include representatives of the faculty and administrative staff. Its responsibilities will be to review and evaluate the present organizational plan of the college.

It is recommended that the responsibility, authority, and duties of the department chairmanship be carefully studied and delineated.

The duties and responsibilities of the department chairman have been studied and delineated, and are presented in the job description enclosed in this report. Identification of the authority of the department chairman has not yet been clarified.

It is recommended that attention be given to all processes which will enhance effective two-way communications between administration and faculty. Processes which foster the development of mutual trust and confidence are to be encouraged.

There has been an attempt on the part of the administration to enhance effective two-way communication between administration and faculty. The involvement of the Academic Senate in policy-making, the involvement of Senate and Faculty Association representatives on the President's Cabinet and the publication of an internal news letter are evidence of this effort.

Productive Faculty-Administration-Board (FAB) retreats were held in 1967-68 and 1968-69 and in an informal way these have provided an effective dialogue between faculty, administration, and board.

It is recommended that, whereas Board agendas may necessarily have to be brief, sufficient clarifying information pertaining to individual items be disseminated prior [illegible], or at, each regular meeting of the Board of Trustees.

The format of the Board agenda now includes more descriptive information necessary for understanding actions taken by the Board. Wider distribution of agendas has also been achieved so that it is now possible for faculty members to review these in many places. These changes have been made not only in response to the previous Accreditation Team's recommendations, but also because they represent the convictions and practice of the Superintendent-President.

It is recommended that procedures be jointly explored and developed by the administration and faculty to the end that the collective professional judgment of both can be brought to bear on all academic and professional matters which affect the welfare of the college and its certificated staff.

The Academic Senate involvement in the development of college policies suggests that collective professional judgment is being sought. The first Faculty-Administration-Board retreat involved the collective professional judgment of many faculty members, administrators, and Board members and resulted in recommendations which already have affected the development of the college. The second retreat, which dealt with this accreditation report, had similar results.

It is recommended that a comprehensive college study of certificated work loads be undertaken to insure that equitable assignments have been made. Consideration should be given to department chairmen, teaching faculty, counselors, and librarians.

No formal study has been made of the work loads of certificated staff. The administration has suggested that this is a dynamic and continuing process, and that as problems arise, adjustments are made. Specifically, department chairmen have been granted a 20 per cent reduction in teaching load.

The Academic Senate has begun a study of the teaching load and is cooperating in a major research project dealing with this topic. (See Instruction Section of this report.)

B. Adequacy of Financial Support

Attention should be directed to future means of obtaining greater local financial support (in the event that marked increases in State support are not available.)

The staff of the college works continuously to develop community support and understanding in the event that it becomes necessary to request additional financial support. The financial situation has changed, however, as a result of the removal by the state legislature of all school district tax ceilings effective July 1, 1971.

It is recommended that the plant operation budget category be examined to insure that the above-average costs in this category are justified. Outdoor campus maintenance may unavoidably be higher, however, because of the sloping nature of the terrain.

Operational costs should always be coupled with maintenance costs in making comparisons - the two are inextricably associated. When this is done, Rio Hondo costs are not significantly above average.

RECOMMENDATIONS OF THE RIO HONDO COMMITTEE ON ADMINISTRATION

1. Extensive interviews indicate that confusion exists in the minds of faculty, administration and board members regarding administrative organization patterns and practices relating to the development, approval and implementation of policy.

   It is recommended that efforts be made to define more clearly the roles of various faculty and administrative bodies as well as the Board in forming college policy. This question will be the focus of the annual retreat during the 1969-1970 academic year.

2. There is a general feeling that "operational" policies which should be resolved by the administration are being determined by the Board of Trustees.

   Board members see their role as being more involved in developing operational policy as compared with the more traditional role of concerning themselves with general policy. Most board members feel that it is through the development of operational policy that they become aware of the educational program of the college. The board is in agreement that they do not wish to become a "rubber stamp" board.

   It is strongly recommended that the respective policy making roles of faculty, administration and board be studied and clarified as soon as possible.

3. While there now exists a list of the duties and responsibilities of department chairmen, there is an urgent need for these chairmen to develop, with the Assistant Superintendent of Instruction and the President of the College, a policy that delineates clearly the authority of department chairmen.

4. The current practice of teacher-evaluation consists primarily of classroom visitations made by the Assistant Superintendent of Instruction and department chairmen. Little consideration is given to the many additional responsibilities of the professional teacher. It is recommended that criteria be developed which recognize all aspects of the role of the professional teacher as a contributing participant in the academic community.

   Furthermore, it is recommended, if evaluation is to be indeed for the improvement of instruction, that additional opportunity and assistance beyond the formal conference held by the Assistant Superintendent of Instruction and department chairmen be provided for professional growth.

5. The involvement of the total professional staff, classified staff, and students in the development of this Accreditation Report was a noble and perhaps idealistic venture. It has not, however, for this committee, proven to be as satisfactory a process as initially envisioned. Classified personnel did not participate to the extent that they might have. Students, for the most part, were unfamiliar with the many ramifications of the report and operation of the college, and, therefore, were able to contribute little. Faculty members who became deeply involved in its preparation found that it required far too much time and complained that it penalized their teaching effectiveness.

It is recommended that careful consideration be given to the involvement of all of the above-mentioned personnel in the formulation of future Accreditation Reports. If the involvement of these personnel is reaffirmed as advisable, then consideration must be given to those preparing the report in the form of time released from normally scheduled responsibilities.

6. It is recommended that the duties, responsibilities, and authority of the Vocational-Technical coordinators, the Head Counselor, and Librarian be studied with specific analysis of their placement in the administrative heirarchy. Their status and role in policy formulation are unclear.

7. It is recommended that area military personnel processing centers for all services receive copies of the College Catalog and college brochures.

8. Although there has been a doubling of students participating in the college Work-Study Program (EOA), there is a need for more EOA funds. Consideration also should be given to college participation in the off campus phase of the Work-Study Program.

9. Greater effort should be made to provide personnel for the Placement Office so that consistent contacts with business and industry and job followup may be implemented. Placement and financial aids should be centralized in one office staffed by a full-time coordinator. (Such a position has been created for 1969-1970.)

10. In order to provide better coordination of education services to meet community needs consideration should be given to an additional administrator for Educational Services. (The appointment of the Assistant to the President for Special Projects may alleviate this problem.)

11. It is recommended that the staff of the college newspaper, El Paisano, be relieved of the task of mailing the paper to area high schools and colleges. This function does not contribute to the journalism program and could better be performed by clerical staff.

12. It is recommended that consideration be given to a "College Day" on campus for area high school students.

VII. MEETING THE NEEDS OF DISADVANTAGED PERSONS*

A. Racial, Ethnic and Economic Composition of the District

Because of the diverse nature of the communities served by the college district, it is difficult to generalize about the racial, ethnic and economic composition. The following information is selected from a number of sources, some of which represent portions of the district and some of which include the district in larger jurisdictions. Other than the ethnic study of its student population, the college has conducted no specific study of its own.

The following information is based on ethnic studies by the high schools served by the district:

Whittier Union High School District
1968-69 Enrollment of Students With Spanish Surnames

High School	Number	Per Cent
California	124	5.45
La Serna	82	4.78
Monte Vista	230	11.75
Pioneer	946	47.04
Santa Fe	656	27.47
Sierra	302	14.95
Whittier	383	17.91
Frontier	76	30.40
TOTAL	2,799	18.88

Similar information obtained from El Rancho High School shows 1,508 students or 51.5 per cent with Spanish surnames. St. Paul's High School reports 72 students or 24 per cent of its 1969 graduating class of 300 had Spanish surnames.

The abstract of a report by the Eastland Community Action Council in an application for an Educational Talent Search program at Rio Hondo College includes the following:

> "Generally speaking, the economic and social status of the entire Whittier Health District's** constituency indicates a fairly diverse American community. The population in the proposed area is native white, with perhaps 35% to 45% Mexican-American. However, a 75% concentration of Mexican-Americans is found in sections of the area; 43% of these earn less than $4,000 and over 15% earn less than $3,000. From 1960 to 1965, the median years of school completed by those 25 years and older declined from 8.6 to 8.4 years...."

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* This section arrived too late to be included in the general accreditation study. Prepared by the Administrative Assistant to the President for Community Relations.

** The Whittier Health District boundaries extend beyond the college district.

Another section of the application reports that 6,308 of the families in the Whittier Public Health District earned less than $4,000 in 1960 and that "A substantial number of families in the lower income areas of the Whittier Health District reside in 'mini barrios'. Of these families, 3,997 had incomes less than $3,000 in 1960."

The report also states that median income in Pico Rivera in 1965 was $4,250 and that one census tract in that city shows over 43 per cent of the families earning less than $4,000 per year. The same tract had a Spanish surname population in excess of 75 per cent. Two tracts, one in the Northwest corner of Pico Rivera and one in West Whittier show more than 30 per cent of the families with less than $4,000 income.

A similar application for federal funds prepared in the Whittier Union High School District indicates the range of socio-economic backgrounds represented in the district.

In discussing the various elementary districts, the report states that Los Nietos has 60-65 per cent Mexican-Americans and a population in which about 60 per cent of the families can be described as having low income status. East Whittier, on the other hand, is described as having a very small Mexican-American population and incomes ranging from medium to wealthy.

In a report prepared by the Whittier Area Chamber of Commerce, the following statistics are cited:

Per Cent of Households by Income Groups - 1967

$0 $2,999	$3,000 $4,999	$5,000 $7,999	$8,000 $9,999	$10,000 and over
15.9%	10.9%	24.0%	15.7%	33.5%

It is also significant to note that an Urban Redevelopment Project is currently underway in Santa Fe Springs. The project is clearing and rehabilitating substandard housing in a 65-acre area and new homes, new streets, lighting and a community center are under construction.

The existence of concentrations of economically disadvantaged is evidenced in Headstart programs in Los Nietos and South Whittier.

In summary, the predominant ethnic minority in the district is Mexican-American, with few other minority groups represented in significant numbers. The Mexican-American population tends to be highest in Pico Rivera, Los Nietos and Santa Fe Springs, with 'mini barrios' also located in Whittier and South Whittier.

Average incomes are highest in East Whittier and portions of Whittier. The majority of the district appears to fall in the middle-income group, but concentrations of poverty do exist, particularly in portions of Whittier City, Santa Fe Springs, Pico Rivera and South Whittier.

B. Day and Evening Enrollments of Racial and Ethnic Groups

Fall Semester 1968-1969:	Total All Students	3,235
	Negro	1
	American Indian	44
	Oriental	50
	Spanish Surname	429

Fall Semester 1968-1969:	Students Enrolled for 11 Units or Less	
	Negro	13
	American Indian	40
	Oriental	40
	Spanish Surname	607

In 1968-1969 an ad hoc committee of students, high school coordinators of programs for the disadvantaged, community representatives and members of the college staff developed a special college orientation program for disadvantaged students with college potential. The program will provide ten three-hour sessions on the campus for approximately 200 students in 1969-1970.

An unsuccessful application also was made in February 1969 by the college through the Eastland Community Action Council for a comprehensive Educational Talent Search Program. The request for $85,925 was designed to provide a program,director and two counselors who would identify qualified youth with college potential and encourage them to complete school and to enter college.

The Educational Services Committee, also made up of students, community and high school district representatives developed a project under which college counselors were available evenings in community centers throughout the district. The committee also is considering offering college classes in areas of the community where disadvantaged students live.

In order to encourage recent graduates of area adult schools to attend college, letters and other college material are mailed to spring graduates of these schools. Adult school coordinators also have invited Rio Hondo to send representatives to discuss college plans with their students next year.

General newspaper publicity emphasizing opportunities at Rio Hondo and the continuous efforts of counselors who are assigned to the high schools also are part of the efforts of the college to increase enrollment by disadvantaged students. A number of special programs related to the Vocational-Technical area also contribute to encouraging enrollment. (See page 33)

In 1967-1968 the college sponsored a Mexican-American conference in cooperation with a number of area citizen groups. The Saturday conference attracted a large number of citizens who participated in meetings relating to educational and vocational opportunities.

A student group, the Committee for the Advancement of Mexican-American Students (CAMAS) sponsored a "Semana de Cultura" on campus in 1968-1969. Through the cooperation of area high schools, Mexican-American students spent a day on campus during which time they had the opportunity to meet with our students, tour facilities and hear talks by Mexican-American leaders. The student body provided funds for lunch and the Fine Arts Department assisted in providing an exhibit of Mexican-American art.

Another program planned for next year is a Mexican-American Business Day in which Mexican-American business leaders will conduct workshops on opportunities in business. The program, initiated under the auspices of the Los Angeles County Schools offices, includes business education staff members from the colleges, students, high school personnel and community representatives on the planning committee.

C. Educational Progression of Racial and Ethnic Groups

The college has no specific data available to compare the progression of disadvantaged students through the schools and to this college with that of other students.

The Whittier Union High School District reports that since the inception of their special program for the disadvantaged the number of these students attending college has increased significantly. One program, that of Whittier High School, reports that 60 percent of their students will attend college next fall. This would indicate a higher percentage of college attendance for this group than for the district in general.

The college ethnic studies indicate, however, that enrollment percentage of Mexican-American students here are lower than similar figures for the high schools we serve and for the general population of the district.

D. Instruction for Racial and Ethnic Groups

In addition to the comprehensive educational offerings of the college, a new course, History of Minorities in America, will be offered in 1969-1970. Another new course, Issues in the Social Sciences, also will deal with problems related to the disadvantaged. History of Mexico and Latin American Art History also are offered.

E. Special Services for Racial and Ethnic Groups

1. No special admission assistance is provided. The orientation program scheduled next year, however, will provide for such assistance.

2. Developmental courses are offered in all areas. The responsibilities of the new Assistant to the President for Special Projects include specialized counseling and development of a tutorial program.

3. See letter D. above.

4. Scholarship and loan funds are listed on pp. 51-57 of the College Catalog.

The college is a participant in the Work-Study Program (EOA). The program provides 15 hours of campus work per week for full-time students who qualify under poverty provisions established by the federal government. In June of 1969, 134 students were employed in the program. The program is funded 80 percent by the federal government. Consideration is being given to extending the program to off-campus jobs.

Last year a new program was developed which provided nearly $2,000 from campus traffic fines. The unique plan originated in the Scholarship Committee and was approved by the Student Senate. The plan provides 80% for grants and the remainder for loans. These funds are granted solely on the basis of need.

An application for National Defense Student Loans will be submitted this fall. Also under consideration is participation in the Economic Opportunity Grant program.

The college now participates in the Neighborhood Youth Corps program which provides college potential youth from disadvantaged homes with 26 hours per week of campus work while they are enrolled in classes.

Operation Mainstream for those over 22 offers training in employable skills on the campus and allied classroom study.

A program which serves a number of disadvantaged students is the Law Enforcement Education Program which provides loans and grants for pre-service and in-service students. More than 100 students received help under this program spring semester of 1969 under a $44,000 federal grant.

The college Placement Office assists students in applying for Federally Insured Loans through area banks.

Provision for a full-time financial aids and placement officer in 1969-1970 will permit additional efforts to meet the needs of disadvantaged students.

5. In addition to the efforts described above, the Student Placement Office has provided aptitude testing, and occupational information. The coordinator worked with a number of disadvantaged students and with area businesses to provide job placement and development. More extensive efforts will be possible next year when the office is staffed by a full-time counselor.

   The office also cooperated during the Semana de Cultura program described above by providing personnel from a number of major industries in the area. These representatives were available on campus during the week for job information and consultation.

6. A follow-up study of students on the Work-Study Program showed that performance was excellent. Fall semester students were described as outstanding by 59 supervisors, satisfactory by 55 and unsatisfactory by 2. Similar results were reported for spring semester.

   Grade point average studies of Work-Study students showed the following:

   There was a 15.1% positive increase for all student workers.

   A 12.2% positive increase of GPA's was reported for non-EOA students.

   An 18% positive increase of GPA's was reported for EOA students.

No general follow-up study of disadvantaged students was made by the college.

F. Immediate and Long-Range Plans

A number of immediate plans have been cited throughout the report and particularly in this section.

Long-range plans are centered in the newly created office of the Assistant to the President for Special Projects.

His responsibilities are delineated in the Administrative section of this report.

The provision for a full-time Placement and Financial Aids Counselor also is designed to provide expanded services for minority and financially disadvantaged students.

The Board of Trustees has asked the staff to develop a policy which would state the objectives and goals of the college in serving minority and disadvantaged students. Such a policy is now being drafted.

G. Employment Policy

No specific employment policy for minority, racial and ethnic groups has been developed. The college, however, employs a number of certificated and classified personnel from minority groups.

H. Membership on Advisory Committees

Of 305 advisory committee members 19 have Spanish surnames. No other racial minorities are represented other than the ethnic study reported above.

I. Research Studies

No study of student characteristics has been made. The Assistant to the President has indicated, however, that he intends to give high priority to such a study next year.

APPENDIX - FACULTY PREPARATION AND ASSIGNMENTS

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
ADMINISTRATION						
Superintendent and President						
Garcia, Walter M.	A.B. A.M. Ed.D.	President Admin. - 9 yrs. Univ. - 6 yrs. H.S. - 4 yrs. R.H.J.C. - 3rd yr.				100
Assistant Superintendent and Vice President, Academic Affairs						
Bergen, Morris	B.S. M.A. Graduate Work	Dept. Chairman Assist. Director Dean Assist. Supt. R.H.J.C. - 7th yr.				100
Assistant Superintendent and Vice President, Business Affairs						
Grandy, Leonard A.	B.S. M.A. Ed.D.	Teacher Dept. Chairman Dean Admin. Assist. Assist. Supt. and Vice Pres. R.H.J.C. - 7th yr.				100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
DEANS						
Glenn, Vincent W. (Student Personnel)	B.A. M.A. Graduate Work	Asst. Director Registrar R.H.J.C. - 5th yr.				100
Michaels, Joseph (Evening and Summer Session)	B.S. M.A. Ed.D. Post Doc.Wk.	Principal - 15 yrs. H.S. - 1 yr. J.C. - 6 yrs. College - 3 yrs. R.H.J.C. - 2nd yr.			Member, Select Comm. on Curriculum & Instruction	100
Lorbeer, Wilbur W. (Vocational-Technical)	A.A. B.A. M.A.	Indus. Educ. Supvr. - 3 yrs. Admin. - 5 yrs. H.S. - 8 yrs. St. College - 1 yr. R.H.J.C. - 3rd yr.				100
ASSISTANT DEANS						
Dillon, James F. (Men)	B.A. M.S. Graduate Work	H.S. - 6 yrs. H.S. Couns. - 9 yrs. R.H.J.C. - 4th yr.	Student Govt.-2 hrs.			100
Hilker, Louise R. (Women)	A.B. M.S.	Guidance H.S. - 11 yrs. R.H.J.C. - 5th yr.				100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
ADMINISTRATIVE ASSISTANTS						
Administrative Assistant-Instruction						
Becker, Robert E.	B.S. M.Ed. M.S. Graduate Work	Business Bus. - 15 yrs. College - 5 yrs. R.H.J.C. - 4th yr.	Elems. of Marketing - 6 hrs.		Member-Select Comm. on Curriculum & Instruction	100
Administrative Assistant-Community Relations						
Snyder, Ted C.	B.S. B.A. M.A.	Journalism H.S. - 12 yrs. J.C. - 5 yrs. R.H.J.C. - 6th yr.	News Bureau - 6 hrs		Community Services - Publications	100
Administrative Assistant-Special Projects						
Franco, Arturo	B.A. Graduate Work	News. Photog.-11 yrs. H.S. - 7½ yrs. College - 1 yr. R.H.J.C. - 1st yr.				100
COUNSELORS						
Blair, Margaret A.	B.A. M.A. Graduate Work	Elem. - 1 yr. Soc. Wk. - 3 yrs. J.C. - 5 yrs. R.H.J.C. - 2nd yr.	Psych. for Self-Appraisal - 2 hrs.			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Cornelsen, Allen D.	B.S. M.S. Graduate Work	Business H.S. - 13 yrs. R.H.J.C. - 4th yr.			Acting Head Counselor	100
Craven, George L.	B.A. M.Ed. Graduate Work	Physical Education H.S. - 9 yrs. College - 3 yrs. R.H.J.C. - 4th yr.	Psych. for Self-Appraisal - 2 hrs.			100
Floerke, Kent L. (Financial Aids & Placement Direc.)	B.A. M.S. Graduate Work	Business - 4 yrs. Secondary- 1 yr. St. Coll.- 1 yr. R.H.J.C. - 2nd yr.				100
Little, Dorothy K.	M.A.	Guidance H.S. - 10 yrs. R.H.J.C. - 2nd yr.	Psych. for Self-Appraisal - 2 hrs.			100
Schwartz, Ruth R.	B.A. M.A. Graduate Work	Guidance Elem. - 12 yrs. H.S. - 4 yrs. R.H.J.C. - 4th yr.	Psych. for Self-Appraisal - 2 hrs.			100
Willoughby, Orlen T.	A.B. M.A. Graduate Work	Business H.S. - 4 yrs. J.C. - 3 yrs. R.H.J.C. - 4th yr.	Psych. for Self-Appraisal - 2 hrs.		Member - Select Comm. on Curriculum & Instruction	100
Uphold, Alice L. (School Nurse)	R.N. A.B. Graduate Work	Nursing Nurse - 2½ yrs. Univ. - 2½ yrs. Elem. - 12 yrs. R.H.J.C. - 4th yr.				100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
LIBRARIANS						
Hovelsrud, Richard A. (Head Librarian)	B.S. M.A. M.S. in L.S. Graduate Work	H.S. - 15 yrs. R.H.J.C. - 1st yr.				100
Bacon, June	B.A. M.S.	Pub. Lib.- 11 yrs. St. Coll.- 4 yrs. R.H.J.C. - 4th yr.	Lib. Sci. - 2 hrs.			100
Vitale, Simone J.	B.S. M.S. Graduate Work	St. Coll.- 2 yrs. H.S. - 14 yrs. R.H.J.C. - 4th yr.	Lib. Sci. - 2 hrs.			100
Newstat, Steven (Director, Educational Media Services)	B.S.Ed. M.Ed.	H.S. - 3 yrs. Coll. - 1 yr. Univ. - 1 yrs. R.H.J.C. - 1st yr.				100
BIOLOGY DEPARTMENT						
Bishel, Shirley	A.B. M.S.	Bus. - 17 yrs. Coll. - 2 yrs. R.H.J.C. - 4th yr.	Biology - 20 hrs.			110
Burkhart, Bruce	B.S.Ed. M.Ed. M.S.	H.S. - 1 yr. Univ. - 1 yr. R.H.J.C. - 4th yr.	Biology - 20 hrs.			110

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Crowell, Gordon	B.A. M.A.T. Phys. Sci.	Bus. - 3 yrs. H.S. - 3 yrs. R.H.J.C. - 1st yr.	Biology - 18 hrs.			91
Hole, John W., Jr.	A.B., M.A. Grad. Wk.	H.S. -14 yrs. R.H.J.C. - 4th yr.	Biology - 15 hrs.			97
Jenkins, Don L.	B.A. M.Ed. Graduate Work	H.S. -10 yrs. J.C. - 5 yrs. R.H.J.C. - 6th yr.	Biology - 12 hrs.		Department Chairman	103
O'Kelley, Frank	B.A. M.A.	H.S. - 6 yrs. J.C. - 1 yr. R.H.J.C. - 5th yr.	Biology - 21 hrs.			111
Rickert, Donald F.	B.S. M.S.	Univ. - 3½ yrs. R.H.J.C. - 2nd yr.	Biology - 18 hrs.			97
Thompson, Wesley C.	B.A. M.S. Graduate Work	Indus. - 4 yrs. H.S. - 4 yrs. J.C. - 3 yrs. R.H.J.C. - 4th yr.	Biology - 15 hrs.			97
Williams, Ray E.	M.A. A.A. A.B.	H.S. -12 yrs. R.H.J.C. - 2nd yr.	Biology - 15 hours			97
BUSINESS DEPARTMENT						
Albanese, James A.	B.A. M.B.A. Graduate Work	Coll. - 3 yrs. J.C. - 2 yrs. R.H.J.C. - 2nd yr.	General Bus. - 18 hrs.			120
Belles, Gwynda J.	B.S. M.S.	H.S. - 2 yrs. Coll. - 2 yrs. R.H.J.C. - 2nd yr.	Business Data Processing - 15 hrs.			100

Name	Degree	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Bristol, Ralph E.	B.A. M.S. Graduate Work	H.S. - 7 yrs. R.H.J.C. - 4th yr.	Accounting - 21 hrs.			115
Cochran, Beryl	B.A. M.A.	Bus. - 20 yrs. H.S. - 4 yrs. R.H.J.C. - 4th yr.	Accounting - 16 hrs.		Department Chairman	107
Croisette, Arthur F.	B.A. B.B.A. M.A. Graduate Work	Bus. - 3 yrs. H.S. - 8 yrs. Vice Prin. 3 yrs. R.H.J.C. - 4th yr.	Distributive Education - 14 hrs.		Coordinator Mid-Mgmt. Program	100
Ford, Clyde	B.S. M.B.A. Graduate Work	Bus. - 22 yrs. H.S. - 3 yrs. Jr. Col - 1 yr. R.H.J.C. - 4th yr.	General Bus. - 15 hrs.			100
Fraser, Alan	B.S. M.B.A. Graduate Work	H.S. - 4 yrs. J.C. - 1 yr. R.H.J.C. - 5th yr.	Accounting - 20 hrs.			100
Hemphill, Phyllis D.	M.S. B.S.	H.S. - 3 yrs. Coll. - 1 yr. R.H.J.C. - 1st yr.	General Bus. - 15 hrs.			100
Hunter, Ernestine A.	B.A. M.A. Graduate Work	H.S. - 8½ yrs. J.C. - 3 yrs. R.H.J.C. - 4th yr.	Secretarial Science - 35 hrs.		Skills Lab.	100
Hunter, George H.	B.A. M.A. Graduate Work	H.S. - 3 yrs. J.C. - 7 yrs. R.H.J.C. - 6th yr.	Secretarial Science - 18 hrs.			97

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Peterson, Frances M.	A.B. M.Ed.	Elem. - 9 yrs. H.S. - 6 yrs. J.C. - 1 yr. R.H.J.C. - 5th yr.	Secretarial Science - 15 hrs.		Coordinator C.P.S. Prog.	108
Rhoads, Daryll W.	B.S. M.A. Graduate Work	H.S. - 5 yrs. R.H.J.C. - 4th yr.	Secretarial Science - 15 hrs.			98
Sakata, Joycelyn	B.A. M.B.A. Graduate Work	Coll. - 1 yr. H.S. - 1 yr. R.H.J.C. - 4th yr.	Secretarial Science			On maternity leave
COMMUNICATIONS DEPARTMENT						
Andorka, Bela	B.A. M.A. Graduate Work	Bus. - 8 yr. H.S. - 9 yrs. J.C. - 1 yr. R.H.J.C. - 5th yr.	English - 15 hrs.			100
Britz, Paul J.	B.A.	H.S. - 4½ yrs. R.H.J.C. - 1st yr.	Reading - 15 hrs.			100
Char, George	B.A. M.A. Graduate Work	Univ. - 8 yrs. J.C. - 5 yrs. R.H.J.C. - 4th yr.	English - 15 hrs.			100
Garcia, Anthony M.	M.A. B.A.	Inst. - 1 yr. R.H.J.C. - 3rd yr.	English - 15 hrs.			100
Ginader, Barbara	B.S. M.A. Graduate Work	H.S. - 10 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Public Address - 11 hrs.		Forensics	84

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Huffman, Jr., Harold T.	B.A. M.A.	R.H.J.C. - 2nd yr.	Speech - 12 hrs.		Debate	97
Johnson, Elizabeth T.	M.A. B.A.	Univ. - 1 yr. R.H.J.C. - 2nd yr.	English - 15 hrs.			100
Kachaturian, Jean	B.A. M.A. Graduate Work	Bus. - 10 yrs. H.S. - ½ yr. Univ. - ½ yr. R.H.J.C. - 4th yr.	English - 15 hrs.			100
Keats, Harry L.	B.A. M.A. Graduate Work	H.S. - 23 yrs. J.C. - 5 yrs. R.H.J.C. - 4th yr.	English - 15 hrs.			100
Laushkin, Vera	B.A. M.A. Graduate Work	Bus. - 9 yrs. R.H.J.C. - 4th yr.	English - 15 hrs.			100
Lewis, Norman	B.A. M.A. Graduate Work	Univ. - 20 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	English - 9 hrs.		Department Chairman	80
Moritz, Priscilla R.	B.A. M.A.	J.C. - 1 yr. R.H.J.C. - 4th yr.	English - 15 hrs.			100
Myers, Robert A.	B.A. M.A.	Indus. - 11 yrs. R.H.J.C. - 4th yr.	English - 12 hrs.			80
Parks, Mack	B.A.	H.S. - 11 yrs. R.H.J.C. - 1st yr.	Speech - 15 hrs.			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Prog, Seymour S.	B.A. M.A. Graduate Work	Elem. - 11 yrs. Private - 6 yrs. R.H.J.C. - 4th yr.	Remedial Engl.-15 hrs.			100
Sokolowski, Neil E.	B.A. M.A.	Journ. Coll. - 8 yrs. R.H.J.C. - 2nd yr.	Journalism - 10 hrs.		Adviser, Coll. Newspaper	95
Treser, Mary G.	B.F.A. M.F.A. Grad. Wk.	Univ. - 2 yrs. Coll. - 4 yrs. R.H.J.C. - 1st yr.	Drama-Speech - 12 hrs.			80
Warner, Lorin E.	B.A. M.A. Graduate Work	H.S. - 6 yrs. R.H.J.C. - 4th yr.	English - 15 hrs.			100
Woirhaye, Mahlon A.	B.A. M.A.	H.S. - 6 yrs. R.H.J.C. - 4th yr.	English - 15 hrs.			100
ENGINEERING-MATHEMATICS DEPARTMENT						
Benson, Boyd R.	A.B. M.S. Graduate Work	Bus. - 4 yrs. H.S. - 8 yrs. J.C. - 2 yrs. R.H.J.C. - 4th yr.	Mathematics - 17 hrs.			106
Bruce, Gerald E.	A.B. M.A. Graduate Work	H.S. - 22 yrs. Coll. - 5 yrs. R.H.J.C. - 4th yr.	Mathematics - 17 hrs.			106
Curtis, Gary L.	B.A. M.S. Graduate Work	Indus. - 3 yrs. R.H.J.C. - 4th yr.	Engineering - 18 hrs.			95

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Irwin, Charles E.	B.A. B.S.E.E. M.S. Grad. Wk.	Indus. - 12 yrs. Coll. - 4 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Engineering - 21 hrs.			113
Moreland, Paul D.	A.B. M.S.	H.S. - 6 yrs. R.H.J.C. - 2nd yr.	Mathematics - 17 hrs.			106
Negus, Robert W.	B.A. M.A.	Indus. - 18 yrs. J.C. - 1 yr. R.H.J.C. - 4th yr.	Mathematics - 13 hrs.		Chairman, Select Comm. on Curriculum & Instruction	100
Norman, Philip B.	A.B. M.A. Ph.D.	Indus. - 8 yrs. Univ. - 14 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Mathematics - 12 hrs.		Department Chairman	95
Olsen, James C.	B.A. M.A. Grad.Wk.	H.S. - 10 yrs. R.H.J.C. - 4th yr.	Mathematics - 16 hrs.			100
FINE ARTS DEPARTMENT						
Bayer, William M.	B.A. M.A. M.F.A.	R.H.J.C. - 1st yr.	Art - 17 hrs.			100
Chodos, Martin	B.F.A. M.A. Graduate Work	H.S. - 9 yrs. Univ. - 1 yr. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Ceramics - 18 hrs.			95
Heard, John H.	B.A. M.A.	H.S. - 9 yrs. J.C. - 1 yr. R.H.J.C. - 4th yr.	Art - 19.5 hrs.			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Heredia, Ruben	A.A. B.A. M.A.	Illust. - 2 yrs. J.C. - 1 yr. R.H.J.C. - 1st yr.	Art - 20 hrs.			100
Hussein, Marcella	B.A. M.A. Graduate Work	Commerce - 5 yrs. H.S. - 9 yrs. R.H.J.C. - 4th yr.	Art - 16 hrs.			100
Jacobs, John R.	B.A. M.A. Graduate Work	Elem. - 3 yrs. H.S. - 13 yrs. R.H.J.C. - 4th yr.	Music - 16 hrs.		Band	97
Knippel, Kathleen A.	B.A. M.A.	R.H.J.C. - 3rd yr.	Art - 17 hrs.			100
Korf, Jean P.	B.A. M.A. Graduate Work	H.S. - 13 yrs. R.H.J.C. - 4th yr.	Theatre - 16 hrs.		Play Production	117
Lane, William L.	B.A. M.A.	Coll. - 4 yrs. R.H.J.C. - 1st yr.	Art - 20 hrs.			105
Loughrin, Jay R.	B.A.	Indus. - 7 yrs. R.H.J.C. - 1st yr.	Theatre Arts - 14 hrs.			97
Nakamura, Yoshio C.	B.F.A. M.F.A. Graduate Work	H.S. - 11 yrs. J.C. - 3 yrs. R.H.J.C. - 7th yr.	Art - 4 hrs.		Dept. Chair. Director, Cultural & Educ. Services Member - Select Comm. on Curric. & Instr.	100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Ranson, Ronald G. Jr.	A.B. M.F.A.	Peace Corps - 2 yrs. Coll. - 1 yr. R.H.J.C. - 3rd yr.	Theatre Arts - 15 hrs.		Stage Production	101
Romotsky, Jerry	B.A. M.A. Graduate Work	Private - 3 yrs. H.S. - 2½ yrs. Univ. - 3 yrs. R.H.J.C. - 4th yr.	Art - 20 hrs.			113
Simmonds, Kenneth G.	B.M. M.A. Graduate Work	Elem. - 3 yrs. H.S. - 12 yrs. R.H.J.C. - 4th yr.	Music - 17 hrs.		Chorus	107
Smith, Robert L.	B.A. M.M. Graduate Work	Coll. - 5 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Music - 19 hrs.			105
Spencer, Williametta	A.B. M.M. Graduate Work	Private - 12 yrs. R.H.J.C. - 4th yr.	Music - 14 hrs.			96
Wells, Lois M.	B.M. M.M.	H.S. - 29 yrs. R.H.J.C. - 4th yr.	Music - 17 hrs.			97
HUMANITIES DEPARTMENT						
Aranguren, John	B.A. M.A.	H.S. - 9 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	French - 15 hrs. Spanish			94

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Burns, William	B.A. M.A. Graduate Work	H.S. - 4 yrs. J.C. - 9 yrs. R.H.J.C. - 7 yrs.	Humanities - 13.5		Dept. Chair. Humanities Coordinator	100
Cottrell, France	B.A. M.A. Graduate Work	Elem. - 10 yrs. H.S. - 12 yrs. Univ. - 1 yr. R.H.J.C. - 4th yr.	French - 16 hrs.			100
Edi, Linde S.	B.A. M.A. Graduate Work	H.S. - 1 yr. J.C. - 6 yrs. R.H.J.C. - 4th yr.	German - 16 hrs.			100
Hook, Wendell A.	A.B. B.D. Ph.D.	Minister - 5 yrs. Coll. - 6 yrs. R.H.J.C. - 4th yr.	Philosophy - 15 hrs.			100
Kim, John C.S.	M.Th. M.M. B.A.	Elem. - 2 yrs. Seminary - 3 yrs. H.S. - 1½ yrs. J.C. - 1 yr. R.H.J.C. - 3rd yr.	Philosophy - 15 hrs.			100
Platzer, Hildegard	B.A. M.A. Ph.D.	Univ. - 6½ yrs. R.H.J.C. - 5th yr.	German - 16 hrs.			100
Post, Mary F.	B.A. M.A. Ph.D.	Bus. - 6 yrs. H.S. - 1 yr. J.C. - 2 yrs. R.H.J.C. - 5th yr.	Literature - 15 hrs.			100
Sowa, George B.	B.A. M.A. Graduate Work	H.S. - 14 yrs. R.H.J.C. - 4th yr.	Spanish - 16 hrs.			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Swift, Jack D.	B.A., M.A. Grad. Wk.	H.S. - 9 yrs. R.H.J.C. - 4th yr.	Spanish Russian - 16 hrs.			100
PHYSICAL EDUCATION DEPARTMENT						
Beveridge, David E.	A.B. M.A.	Coll. - 1 yr. R.H.J.C. - 2nd yr.	Phys. Ed. - 20 hrs.			91
Birnbaum Robert	A.B. M.S. Graduate Work	Coll. - 4 yrs. R.H.J.C. - 3rd yr.	Health & P.E. - 14 hrs.			93
Blackstone, Martin L.	B.A. Graduate Work	H.S. - 3 yrs. St. Coll.- 1 yr. R.H.J.C. - 4th yr.	Phys. Ed. - 16 hrs.		Football Coach	98
Bland, Robert R.	B.A. M.A.	H.S. - 9 yrs. J.C. - 2 yrs. R.H.J.C. - 1st yr.	Phys. Ed. - 12 hrs.		Basketball Coach	96
Brewer, Dorothy	B.S. M.S. Graduate Work	H.S. - 15 yrs. R.H.J.C. - 4th yr.	Phys. Ed. - 18 hrs.		Drill Team	103
Kindig, LaMona M.	A.A. B.A.	H.S. - 5 yrs. R.H.J.C. - 1st yr.	Phys. Ed. - 20 hrs.		W.A.A.	103
Mannini, Richard J.	B.S. M.A.	H.S. - 7 yrs. R.H.J.C. - 4th yr.	Phys. Ed. - 16 hrs.		Football Coach	98
Nisle, Virginia M.	B.S. M.Ed.	H.S. -13 yrs. Coll. - 5 yrs. R.H.J.C. - 4th yr.	Phys. Ed. - 18 hrs.		W.A.A.	96

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Sanders, Judith L.	B.S., M.A. Grad. Wk.	H.S. - 2 yrs. R.H.J.C. - 4th yr	Phys. Ed. - 18 hrs.		Sports	110
Smith, William B.	M.A. A.B.	H.S. - 2 yrs. Jr. Hi. - 2 yrs. R.H.J.C. - 2nd yr.	Phys. Ed. - 22 hrs.			100
South, Clinton	B.S. Graduate School	H.S. - 7 yrs. R.H.J.C. - 4th yr.	Phys. Ed. - 16 hrs.		Ass't. Football Coach Wrestling Coach	98
Stanley, William B.	B.A. M.A. Graduate Work	H.S. - 10 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Phys. Ed. - 4 hrs.		Department Chairman Direct. of Athletics Direct. of Rec. Services	92
Teixeira, Arthur J.	B.S. M.A. Graduate Work	H.S. - 14 yrs. J.C. - 1 yr. R.H.J.C. - 5th yr.	Phys. Ed. - 16 hrs.		Intramurals Director	98
Van Dommelen, Louise	B.S. R.P.T. M.A. Graduate Work	H.S. - 13 yrs. Coll. - 6 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	Phys. Ed. - 18 hrs.		W.A.A.	101
Verdun, Albert B.	M.A. A.A. B.A.	H.S. - 1 yr. J.C. - 3 yrs. B.A. - 1st. yr.	Phys. Ed. - 20 hrs.		Baseball Coach	101
Williams, James D.	M.A. B.A.	H.S. - 4 yrs. Coll. - 8 yrs. J.C. - 2 yrs. R.H.J.C. - 1st. yr.	Phys. Ed. - 14 hrs.		Head Football Coach	97

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Young, Richard B.	B.S. Graduate Work	H.S. - 10 yrs. Coll. - 8 yrs. R.H.J.C. - 4th yr.	Phys. Educ. - 14 hrs.		Cross Country Coach	89
Arth, Lee	B.S. Graduate Work	H.S. - 17 yrs. R.H.J.C. - 4th yr.	Phys. Educ. - 16 hrs.		Water Polo Coach	100
PHYSICAL SCIENCE DEPARTMENT						
Bevli, Pammi	B.Sc. M.Sc. Ph.D.	Univ.. - 8 yrs. St. Coll.- 1 yr. R.H.J.C. - 4th yr.	Chemistry - 19 hrs.			98
Bissey, Jack E.	B.A. M.S.	Indus. -12 yr. St. Coll.- 1 yr. R.H.J.C - 4th yr.	Chemistry - 19 hrs.			104
Caskey, Melvin C.	B.S. M.S.	R.H.J.C. - 2nd yr.	Geology - 18 hrs.			97
Chang, Nai S.	B.S.M.E. M.S.M.E. M.S.A.E.	Indus. - 7 yrs. J.C. - 1 yr. Univ. - 2 yrs. R.H.J.C. - 4th yr.	Physics - 15 hrs.			83
Fritsch, Raymond J.	B.S. M.A.T. Graduate Work	H.S. - 7 yrs. R.H.J.C. - 4th yr.	Chemistry - 18 hrs.			97
Gutschow, Nathan R.	B.Sc. M.Sc. Graduate Work	Indus. -22 yrs. H.S. - 2 yrs. J.C. - 5 yrs. R.H.J.C. - 6th yr.	Chemistry - 15 hrs.		Department Chairman	97

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Halle, Andreas	B.S. Graduate Work	H.S. - 8 yrs. R.H.J.C. - 4th yr.	Physics - 18 hrs.			97
Raymond, Mary E.	A.B. M.S. Graduate Work	Indus. - 5 yrs. R.H.J.C. - 4th yr.	Chemistry - 9 hrs.			49
Wallen, Robert N.	A.B. M.A.	H.S. - 7 yrs. R.H.J.C. - 3rd yr.	Geography - 18 hrs.			103
VOCATIONAL-TECHNICAL DEPARTMENT						
Ambrose, Jack	B.A. Voc.Cred. Graduate Work	Indus. -15 yrs. St.Coll. - 1 yr. R.H.J.C. - 4th yr.	Electronics - 15 hrs.			93
Beauchemin, Robert A.	B.A. A.A.	H.S. - 3 yrs. St. Coll.- 1 yr. R.H.J.C. - 1st yr.	Industrial Arts - 23 hrs.			101
Beckert, Charles H.	A.S. Voc.Cred.	Indus. - 25 yrs. R.H.J.C. - 3rd yr.	Welding - 20 hrs.			103
Bloom, Carlton	B.A. A.A. B.S.	Peace Off. 4 yrs. R.H.J.C. - 1st yr.	Police Science - 15 hrs.			100
Bolin, Clarence S.	B.A.	Indus. - 8 yrs. H.S. - 7 yrs. R.H.J.C. - 1st yr.	Automotive Technology - 19 hrs.			96
Bullock, Dixie L.	B.S.	R.H.J.C. - 1st yr.	Assoc. Degree Nursing 30 hrs.			100

Name	Degree	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Chirco, Inice	R.N. B.A. M.A. Graduate Work	J.C. - 9 yrs. R.H.J.C. - 7th yr.	Voc. Nursing -18 hrs.		Coordinator, Vocational Nursing	100
Clawson, Dona A.	B.S. R.N. A.A.	R.H.J.C. - 2nd yr.	Voc. Nursing -35 hrs.			100
Faber, Patricia L.	R.N.	R.H.J.C. - 7th yr.	Voc. Nursing -35 hrs.			100
Hart, Bernice B.	B.A.	Elem. - 1½ yrs. Coll. - ½ yr. R.H.J.C. - 3rd yr.	Dental Asst. -14 hrs.			78.5
Hughes, James G.	B.A. Graduate Work	H.S. - 4 yrs. R.H.J.C. - 1st yr.	Auto Mech. Math. -19 hrs.			105
Hurford, Helen N.	A.A. C.D.A.	Dent.Off.-12 yrs. Coll. - 2 yrs. R.H.J.C. - 3rd yr.	Dental Asst. -13 hrs.			73
Johnson, V. Genevieve	R.N. B.S.N.E. M.S.N.	Nurs.Admin.-7 yrs. J.C. - 2 yrs. Coll. - 3 yrs. Hosp. - 5 yrs. R.H.J.C. - 3rd yr.	Nursing -		Coordinator, R.N. Nursing	100
Knowlton, Kenneth W.	B.A. Grad.Wk. Std.Desig. Voc.Cred.	H.S. -16 yrs. Indus. - 8 yrs. R.H.J.C. - 2nd yr.	Drafting - 25 hrs. Arch. & Mech.			111
Koning, Gerda	R.N. Graduate Work	Nursing -11 yrs. J.C. - 7 yrs. R.H.J.C. - 6th yr.	Nursing - 30 hrs.			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
McCormick, Marcia	R.N.	Hosp.Nurs.-7 yrs. R.H.J.C. - 3rd yr.	Voc. Nursing -35 hrs.			100
McDonough, Norma L.	B.S.	R.H.J.C. - 2nd yr.	Assoc.Degree -30 hrs. Nursing			100
Metcalf, John A.	B.S. P.A. M.S. A.A.	J.C. - 7 yrs. R.H.J.C. - 1st yr.	Police Science-15 hrs.			100
Myers, Randolph L.	B.S. M.S.	R.H.J.C. - 1st yr.	Quality Tech. -12 hrs.			100
Ogborn, John L.	Voc.Cred. F.T.	Indus. -20 yrs. J.C. - 2 yrs. R.H.J.C. - 4th yr.	Automotive Tech. -23 hrs.			120
Pantaleoni, C. Alex	B.A. M.S. Graduate Work	Officer - 10 yrs. J.C. - 9 yrs. R.H.J.C. - 7th yr.	Police Science -3 hrs.		Coordinator, Police Sci.	100
Paulson, Jean M.	B.S.N.	R.H.J.C. - 1st yr.	Assoc.Degree -30 hr. Nursing			100
Rankin, Theodore L.	B.S. Graduate Work	Officer - 16 yrs. J.C. - 3 yrs. R.H.J.C. - 5th yr.	Police Science-15 hrs.		Member, Select Comm. on Curriculum & Instruction	100
Richardson, Estella L.	B.S.N. R.N. Graduate Work	Nursing - 10 yrs. H.S. - 1½ yrs. J.C. - 1 yr. R.H.J.C. - 2nd yr.	Assoc.Degree -30 hrs. Nursing			100
Saenz, Gwendolyn J.	B.S.N.	Univ. - 3 yrs. R.H.J.C. - 1st yr.	Assoc.Degree -30 hrs. Nursing			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Schwartz, Leland P.	B.S. M.S. Graduate Work	Indus. -28 yrs. Coll. - 2 yrs. R.H.J.C. - 4th yr.	Electronics/ Supervision - 16 hrs.			92
Selleck, Howard L.	B.S. Graduate Work	Indus. - 5 yrs. H.S. -10 yrs. R.H.J.C. - 4th yr.	Indus. Arts - 27 hrs.			124
Silverburg, Ruth M.	B.S. M.S.	J.C. - 5 yrs. R.H.J.C. - 2nd yr.	Assoc. Degree-30 hrs. Nursing			100
Youmans, Janet	B.S. M.S.	Elem. -10 yrs. H.S. - 3 yrs. J.C. - 2 yrs. R.H.J.C. - 2nd yr.	Assoc. Degree-30 hrs. Nursing			100
SOCIAL SCIENCE DEPARTMENT						
Bolin, Harry R.	B.A. M.A. Graduate Work	H.S. - 2 yrs. Coll. - 2 yrs. Univ. - 1 yr. J.C. - 7 yrs. R.H.J.C. - 5th yr.	Sociology - 15 hrs.			100
DeVore, Blanche B.	B.S. Ph.D.	H.S. -11 yrs. J.C. - 2 yrs. R.H.J.C. - 6th yr.	History - 15 hrs.			100
Fitch, Lois K.	B.A. M.A.	R.H.J.C. - 4th yr.	History - 15 hrs.			100
Gardner, Vivian P.	A.B. M.A. Ph.D.	Bus. - 5 yrs. Elem. - 3 yrs. Univ. - 1 yr. R.H.J.C. - 4th yr.	History - 15 hrs.			100

Name	Degrees	Experience	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
Howard, Grover A.	A.A. B.A. M.A.	H.S. - 4 yrs. Coll. - 1 yr. R.H.J.C. - 2nd yr.	Political Science - 14 hrs.			93
Juric, George	B.A. M.A. Graduate Work	Bus. - 5 yrs. H.S. -14 yrs. J.C. - 1 yr. R.H.J.C. - 5th yr.	Political Science - 12 hrs.		President, Academic Senate	100
Lind, Hans H.	B.A. M.B.A. Graduate Work	Coll. - 5 yrs. J.C. - 4 yrs. R.H.J.C. - 3rd yr.	Economics - 15 hrs.			100
Marshman, Cameron S.	B.A. M.A. Graduate Work	Bus. -17 yrs. Elem. - 4 yrs. H.S. - 7 yrs. J.C. - 1 yr. R.H.J.C. - 4th yr.	Psychology - 15 hrs.			100
McClure, Robert E.	M.A. B.A.	Coll. - ½ yr. R.H.J.C. - 1st yr.	Psychology - 15 hrs.			100
Miller, Th[illegible]	B.A. M.A.	H.S. - 5 yrs. R.H.J.C. - 4th yr.	History - 15 hrs.			100
Nedry, Roger	B.A. M.A. Graduate Work	Indus. - 8 yrs. H.S. - 8 yrs. R.H.J.C. - 4th yr.	Anthropology - 15 hrs.			100
Nevarez, Tony J.	B.A. M.A.	Soc. Wk. - 1½ yrs. H.S. - 5 yrs. Couns. - 1 yr. R.H.J.C. - 1st yr.	History/Political Science - 15 hrs.			100

Name	Degrees	Experience*	Subject and Hours	Average Class Size	Other Duties	Proportion Full-Time
O'Neill, Sigrid	A.B. M.A. Graduate Work	Bus. - 9 yrs. J.C. - 6 yrs. R.H.J.C. - 4th yr.	Sociology - 15 hrs.			100
Pearce, Phyllis M.	B.A. M.A. Graduate Work	J.C. - 1 yr. R.H.J.C. - 4th yr.	History - 15 hrs.			100
Poindexter, Arthur A.	B.A. M.A. Graduate Work	J.C. - 4 yrs. Univ. - 1 yr. R.H.J.C. - 4th yr.	Political Science - 15 hrs.			100
Poitou, G. Robert	B.S. M.A. Graduate Work	Univ. - 4 yrs. H.S. - 2 yrs. J.C. - 8 yrs. R.H.J.C. - 7th yr.	Economics - 10.5 hrs.		Department Chairman Member, Select Commission on Curriculum & Instruction	90
Ruth, Peter C.	B.A. M.S. Graduate Work	H.S. - 4 yrs. Coll. - 4 yrs. R.H.J.C. - 1st yr.	Psychology - 15 hrs.			100